DOCUMENT RESUME

ED 200 065 HE 013 229

AUTHOR Forest, Robert F.
TITLE A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.
PUB DATE Apr 79
NOTE 110p.; Ed.D. Practicum, Nova University. Not Available in paper copy due to marginal legibility of original.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *College Curriculum; *College Role; Curriculum Development; Decision Making; Educational Change; *Educational History; Government School Relationship; Higher Education; *Liberal Arts; Professional Education; *State Colleges; State Government; Teacher Education; Trend Analysis
IDENTIFIERS *Castleton State College VT; *Vermont

ABSTRACT

The changes and expansions of Castleton State College curriculum from 1961 to 1979 are examined, and projections for the future are offered. The development from emphasis on teacher preparation to liberal arts has taken place at the college during this time period and since the college became a member of the Vermont State College system. The general problem facing the college has been the lack of support for the continued growth and development of its curriculum programs to meet the increasing higher education needs of southern Vermont. Additionally, there has been an increasing movement on the part of the chancellor of the Vermont State Colleges away from the traditional liberal arts emphasis and toward more career/professional-oriented programs. After a review of research and literature on factors influencing curriculum development at other higher education institutions, institutional data that reveal influences on past curriculum decisions at the college were examined. Oral interviews were also conducted with faculty and administrators involved in curriculum development of the college. It is concluded that much of the uniqueness of the college in the past growth period has been due to the strong liberal arts core, and that this foundation was necessary for the continued expansion of programs. Specific conflict areas are noted, and options for the resolution of the conflict areas are suggested. Appendices include a list of oral interview questions, notes for interviews, minutes of Board of Trustees' meetings, academic program descriptions, and a list of Vermont State Colleges' academic programs. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert F. Forest
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A HISTORICAL ANALYSIS OF THE CURRICULUM AND ACADEMIC PROGRAMS AT CASTLETON STATE COLLEGE 1961-1979: IMPLICATIONS FOR THE FUTURE

by
Robert F. Forest

ED200065

CURRICULUM DEVELOPMENT VERMONT CLUSTER

ABSTRACT

For the last eighteen years Castleton State College has continued to expand its curriculum areas and academic programs to meet the ever increasing number of requests and needs of the southern counties of Vermont. During this period the institution has evolved from one of primarily teacher preparation to one of a multi purposed college with the foundation of all its curriculum programs in the liberal arts. With the recent financial difficulties found in all higher education, and because of the increasingly pragmatic value of the vocational-professional programs, new tension between the liberal arts faculty and professional faculty has continued to escalate. The president of Castleton State College, Dr. Donald Wilson, who recently resigned to assume another presidency, has opposed the increasing pressures throughout the Vermont State College system to move more in the direction of career-vocational training. He has, with the support of the majority of the Castleton faculty, continued to argue against the tendency not to require a liberal arts basis for

HE013229

all students no matter what their major. It was the purpose of this practicum to analyze this curriculum struggle between the liberal arts and professional programs that have taken place with the college since 1961, when the only emphasis was teacher preparation, and the continuing conflicts between the two academic areas outside the institution that have had an impact on the college itself. After these internal and external conflicts between the liberal arts and professional programs were studied, recommendations relating to the resolution of these conflicts were submitted to the President and Assistant Dean of Academic Affairs of the College.

These recommendations were the result of a study of the pertinent research, an analysis of curriculum materials within the institution and within the State College system, and key Castleton State College faculty who have had an extensive background within the institution. The practicum recommendations concluded that much of the uniqueness of the college in the past growth period has been due to the strong liberal arts core. In addition, it was concluded that this foundation was necessary if the continued expansion of programs was desired. However, specific problem areas of conflict were noted and suggested options to the resolution of these conflict points were also recommended.

TABLE OF CONTENTS

Page

LIST OF TABLES v

LIST OF FIGURES vi

I. INTRODUCTION 1

II. BACKGROUND AND SIGNIFICANCE 5

III. PROCEDURES 24

IV. RESULTS 26

V. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS . 58

FOOTNOTES 74

BIBLIOGRAPHY 79

APPENDIXES

A. PRESIDENT WILSON'S LETTER TO THE CHANCELLOR. 82

B. PROGRAM CRITERIA 83

C. ORAL INTERVIEW QUESTIONS 85

D. NOTES FROM AN ORAL INTERVIEW WITH DR. HOLMAN JORDAN, ASSISTANT TO THE PRESIDENT . . . 86

E. NOTES FROM AN ORAL INTERVIEW WITH LEONARD JOHNSON, DIRECTOR OF STUDENT TEACHING . . 88

F. NOTES FROM AN ORAL INTERVIEW WITH JAMES GILBERT, ASSOCIATE ACADEMIC DEAN AND REGISTRAR 90

G. BOARD OF TRUSTEES MINUTES- JANUARY 11, 1962- ESTABLISHMENT OF THE NURSING PROGRAM . . 92

H. BOARD OF TRUSTEES MINUTES- MAY 13, 1972- ESTABLISHMENT OF THE GRADUATE PROGRAM . . 94

I. MASTERS OF ARTS IN EDUCATION PROGRAM . . . 98

J. PREFACE TO THE MBA PROPOSAL AND COST INFORMATION 100

K. LIST OF VERMONT STATE COLLEGES ACADEMIC PROGRAMS. 103

Page

L. ACADEMIC PROGRAMS AND COURSES OF INSTRUCTION 106

M. LETTER FROM SCHILL 107

LIST OF TABLES

Table		Page
1.	Castleton State College Programs To Be Terminated	41
2.	Castleton State College New Possible Curriculum Programs	44
3.	Castleton State College Education Placement 1973-1976	51

LIST OF FIGURES

Figures — Page

1. The Levels of Interaction of the Individual and the Organization 16
2. Concept of Loyalty in Concepts and Inquiry . 20
3. Concept of Habitat and Its Significance . . . 21
4. The Structure of Social Studies 23
5. Spiral Curriculum of the History of Man . . . 68
6. Curriculum Model Combining Scriven's Discipline Structure and Bruner's Spiral Curriculum . 70

A HISTORICAL ANALYSIS OF THE CURRICULUM AND ACADEMIC PROGRAMS AT CASTLETON STATE COLLEGE 1961-1979: IMPLICATIONS FOR THE FUTURE

CURRICULUM DEVELOPMENT

CORE MODULE

by
Robert F. Forest
M.Ed., M.A.

Castleton State College
Castleton, Vermont

DR. NEAL ROBBINS
CLUSTER COORDINATOR

VERMONT CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

APRIL, 1979

I. INTRODUCTION

The purpose of this practicum was to analyze the changes and expansions of the Castleton State College curriculum, in particular the development from a career program oriented institution to one with a liberal arts basis, that has taken place at the college during the last eighteen years since becoming a member of the Vermont State College system. This study was then used to project the future curriculum trends which determined that the college will continue to develop its liberal arts basis while continuing to emphasize the career-professional programs being requested by various agencies in southern Vermont. These projected curriculum developments have been put into the form of recommendations and submitted to the President of Castleton State College, Dr. Donald Wilson and the Assistant Academic Dean, Bruce N. Chaloux.

The general problem facing Castleton State College has been the lack of support for the continued growth and development of its curriculum programs to meet the ever increasing higher educational needs of southern Vermont. This has been most evident when the Castleton State College Long Range Goals indicated that one of the primary weaknesses of the institution has been the Vermont State College's Board of Trustees lack of support of a planned growth for the college by not having any basic policy pertaining to a logical

growth pattern of its member institutions.[1] Without such a support system it becomes extremely difficult for Castleton to meet the ever increasing demands for new programs and services in the southern Vermont counties.

Related, but more limited, to this lack of support for any increase or expansion of any curriculum programs has been the increasing movement, on the part of the Chancellor, Dr. Richard Bjork, of the Vermont State Colleges, away from the traditional liberal arts emphasis and toward more career-professional oriented programs. The concern of the Castleton administration and faculty on this isssue is evident when in the college's long range plan they indicated that,

> Current general education requirements are meaningless since they are not based on a clearly defined and accepted definition of liberal arts education.[2]

This significant conflict between the Castleton State College administration and the Vermont State Colleges' central office administration regarding the role of the liberal arts curriculum in the member colleges, came to a head recently when the president of Castleton resigned and publicly stated the differences of opinion between himself and the central office leadership.

This conflict and its significance between the central office administration of the Vermont State Colleges and Castleton State College administration in developing a State College system wide curriculum was most evident and of a foreshadowing

nature when President Wilson in a letter on August 22, 1978 to Chancellor Bjork argued against the system wide tendency to move more extensively towards career-professional programs. In opposition to that trend President Wilson stated that,

> An overriding and all important issue that I have assumed all along but not directly stated, is that liberal arts are central and key to the institution's philosophy. Under the categories as defined in your memorandum, liberal arts would not qualify as "distinctive" but it would qualify as "essential". Liberal arts is in essence the major part of the core and skills or remediation program planned for CSC. In our mission statement we point out very clearly the necessity for our educational program to stress the general goal of liberal education which is to truly liberate men and women and through them, hopefully, mankind. (See Appendix A, page 82)

When President Wilson announced his resignation from Castleton State College to assume the presidency of the Southampton Center of Long Island University, he specified that one of the major problems facing Castleton was to prevent the academic programs from being reduced in quality. He stated the need for additional books for the library, increased faculty salaries and the need for additional faculty in certain subject areas.

In general, President Wilson has felt that the State College system has not emphasized the liberal arts sufficiently, as opposed to the continuing growth of various vocational training programs.

> He was pleased with the progress that has been made with the core curriculum and he believed that a liberal arts type of education is necessary if the student is to expand his outlook on life. Wilson said that we are not a "training institution" and that along with an education students should strive to attain mental, spiritual and aesthetic developement.[3]

After oral interviews with key Castleton State College faculty and administrators, an examination of relevant institutional materials and data, and a study of pertinent research and literature on the topic of curriculum development and the related problems of conflict between the liberal arts and professional programs, recommendations were submitted to appropriate administrative officers at Castleton State College.

II. BACKGROUND AND SIGNIFICANCE

Castleton State College is a small liberal arts college of 1350 students located in western central Vermont and only twelve miles from the city of Rutland. The college offers a curriculum of Associate Degrees, Bachelor's Degrees and Masters of Education Degree level programs that include majors in Business Administration, Social Work, Psychology, Criminal Justice, Education, Physical Education, Music, Business Education, the Fine Arts, Humanities, Natural and Applied Sciences, and Nursing. A full-time faculty of 75 men and women, a 14:1 student/faculty ratio, and an average class size of twenty-four students, help to personalize the educational experience at Castleton State College.

Like other colleges and universities, Castleton State College's faculty have in the past tended to divide along professional and liberal arts lines. The student demand for relevancy, the continuing pressures for high job placement records and career education have forced this widening gap between the two elements within the college. The truth is that there has never been a totally divided curriculum between the liberal arts and professional programs. The key to the future college curricular programs continues to be the development of courses that combine and blend both the liberal arts and various professional curriculum.

This is evident when one reads how Castleton State College perceives its mission as providing a

> superior residential undergraduate experience in the liberal arts which will help qualified students to prepare themselves mentally and physically for moral, intellectual, social, and aesthetic self-fulfillment and leadership.
>
> The objective of Castleton State College is to provide to as widespread and diverse a group of people as possible a high quality, broadly based liberal education on both the undergraduate and graduate levels. This objective is accomplished by:
>
> 1. A variety of learning situations which include residential, commuter-oriented, and community based.
> 2. Both liberal arts and professional programs.
> 3. Both innovative and traditional approaches to learning.
>
> The college is commited to maintain a balanced variety of liberal arts, professional programs, with the number limited by available resources for needed quality.[4]

Whitehead, in 1927, stated that,

> at no time have universities been restricted to pure abstract learning. The University of Salerno in Italy, the earliest of the European universities, was devoted to medicine. In England, at Cambridge, in the year 1316, a college was founded for a special purpose of providing 'clerks for the King's service.'[5]

Historically, liberal arts education has provided the means by which the lower soci-economic groups moved up the sociological ladder. One of the problems has also been that quite often the success of the student related to the breaking away from their roots and cultural background.

Pohoretz in his book, Making It, explains his personal experience in this area,

> to wean me away from Brownsville, all Columbia had to do was give me the superior liberal education it did; in giving me such an education, it was working a radical change in my tastes, and in changing my tastes, it was ensuring that I would no longer be comfortable in the world from which I had come.[6]

One major curriculum problem facing higher educational institutions is to make liberal arts, especially during the first two years, more meaningful. It is a matter of providing the liberal education universally as opposed to a small socially elite segment.

Some historians have felt that in the past there was a common body of knowledge (the liberal arts) and that the social elite of society was actively involved in the inquiry into this common body of knowledge. More recently, historians have argued that the knowledge explosion has neutralized this view of liberal arts. However, the fact remains that except for advanced biology, no subject matter changes so rapidly that it is obsolete in a four year period. What are really needed in the curriculum are the concepts and theories to handle the glut of information available.[7]

What is the criteria for deciding if an area should, in fact, be part of the liberal arts? It is the purpose that it is taught to increase the student's humanity, and the understanding of what knowledge means and the purpose for which it is to be used.[8]

On the basis of this criteria, education should be included in the core of the liberal arts curriculum for the majority of higher educational institutions. In the final analysis, education is the study of the major issues of philosophy, sociology and history. Merle Borrowman states that,

"the liberal arts and literature constitute the ideal curriculum for teacher preparation. In these traditions to be liberally educated and to be prepared to teach are equivalent."[9]

Recently there has been a great deal of literature that has attempted to, "reconcile the old tradition of liberal education and the new tradition of specialization in the disciplines is through an emphasis on the means of communication and the conduct and strategy of intellectual inquiry."[10] The unique function of higher education is to teach the methods of conceptualization, explanation and verification. Communication is the mode by which the colleges and universities of the future will teach symbolism, computer languages, structural linguistics which will be required of all students as the basis for future majors.[11]

In a study of the relationships between the informal organization and the curriculum, Blocker and McCabe (1964) found that there were the following elements involved: authority, reliance, communications and attributed influence. As one would expect the Academic Dean, the President and some department chairpersons exerted influence on the curriculum within the institution. It was also found that some administrators, whose specific role description did not include curriculum areas did, in fact, have considerable influence on curriculum decisions. Faculty members with long years of service and/or who had direct and frequent contact with certain influentials tended to be influential themselves or capable of becoming influential. It was found that colleges with

well structured group and committee work appear to have a well developed network of communications and curriculum influence capability.[12]

In higher education, like general public education, there has begun a movement toward greater accountability of the teaching and curriculum programs being taught. Not only has there been a tendency to improve written examinations in terms of construction, but many colleges put more emphasis on objective means of measuring what the students have learned. Thus a trend away form the more subjective essay examinations and a move in the direction of objective tests such as "fill in" or "multiple-choice".[13] This new accountability has become evident in the establishment of remediation courses to raise the levels of students who have been accepted because of the open access admissions process.

Castleton State College like many other higher educational institutions, has started to develop a criteria to measure all academic programs so that some assessment of their importance will be possible. Some of the preliminary work for program review started in the Academic Review Committee of 1977-1978 but a full set of program criteria was developed by the faculty members on the 1978-1979 Academic Review Committee. (See Appendix B, page 83)

There has historically been some difficulty to get faculty to agree to specific criteria to measure their programs. There is often the tendency for the criteria to be so general that program decisions continue to be very subjective in nature.

Schwen (1976) studied the criteria to evaluate doctoral programs in education at Indiana University. Although the efforts to establish this criteria continue today, it was found that substantive criteria could not be agreed upon and therefore, evolved to a statement of formal external criteria. This external criteria was elaborated on by members of a faculty committee, but because of the lack of consensus among faculty the criteria continued to be tedious. The Indiana criteria, although incomplete, is as follows:

1. The whole program should evidence an integrated and whole program and not just a cluster of courses.
2. The program should be founded on an inquiry basis.
3. The program should show a structure of strength, difficulty and sophistication.
4. The program should have a proper balance and integration between the theory and practical methods of the subject matter.
5. The program should be built on agreed upon competencies.
6. The program should be flexible enough to allow for many experiences that permit 100% achievement of each of the competencies.
7. The program should encourage individualization within its structure.
8. The program should be based upon good, solid student recruitment and selection criteria.
9. The program should be based on a foundation of high quality faculty.
10. The program should have adequate facilities, funding and other necessary resources.
11. The program should have as a part of its structure a means for periodic review or self-renewal.[14]

As fewer and fewer state monies are available for program support in higher education, there will continue to be increased efforts to develop criteria to evaluate programs so that cutbacks of some programs can be fair and equitable to some degree.

In the classic tradition of many higher educational institutions that established a top priority of public service as their first concern, Castleton State College started as an institution to prepare teachers for public schools in central and southern Vermont. DeVane points out that the Germanic university concept of the advancement in knowledge here in the United States was confronted with the tradition to do public service. This service was first recognized by the colleges and universities in the preparation of teachers and after World War II became much more expanded and influenced by the federal government. To some extent some universities and colleges have given up a degree of flexibility in their own power to establish their priorities to an ever expanding federal influence.[15]

Thompson (1974) in a study of community influences on college curriculum found that the community group having greatest impact was business. The study also found that some other informal community groups influencing college curriculum policies and programs were the public schools, churches, civic-social clubs, and key individuals.[16]

Jacobsen and Palmer (1971) studied many urban liberal arts institutions and found few students really could apply

the traditional liberal arts themes to practical problems of the city. Therefore, they proposed an urban semester in which the student would test the lessons learned on campus and would continue to learn and inquire into areas that could later be researched when they returned to campus.[17] The authors go on to state the reason that this urban semester is necessary in because of the nature of most urban liberal arts colleges. In particular they pointed out the problems of the traditional liberal arts education for the urban student.

> Colleges, virtually without exception,have organized knowledge into a series of conceptual categories called disciplines.
>
> Learning is imagined to consist in transmitting the information each discipline presently contains.
>
> The structure of the city, however, is increasingly recognized as demanding conceptual categories that transcend, and are significantly different from, the traditional disciplines.
>
> Learning, especially within the urban context, involves information, to be sure, but additionally demands elements of experience, the capacity to empathize, value judgements about justice and the future organization of the social order, that have at no time in recent academic history resided easily within the college's self-understanding.[18]

It becomes obvious that greater effort must be made in many of the liberal arts structures to meet the changing needs and modifications necessary as a result of living in a new and dynamic urban society. If one extends this concept it may also be necessary to make some modifications in the liberal arts programs being offered at rural colleges, like Castleton State College, since they have radically changed in the past several years with a movement towards a more technological existence yet within the rural environment.

The findings of a team of experts who studied eight small liberal arts colleges renewal strategies was summarized by Harry Smith, the project director (1977). They found that one of the major inhibiting factors was the institution's lack of sensitivity to its students,in particular its new students. Quite often the colleges developed curriculum programs that did not match the backgrounds or interest of these students. In several institutions curriculum changes were made, for example, to a competency program that required a high level of student involvement, when, in fact, because there was a large number of low socio-economic minority students who had lost motivation, the curriculum program failed miserably.[19]

In the case of Castleton State College, it is questionable to what extent liberal arts programs with very little direct benefits will be attractive and motivating to the majority of students who tend to be the first college students from their family and who are middle class native Vermonters who tend to look for immediate benefits from their education.

Because of the constantly changing needs, the more complex technology of society, a conference on Technical Education (1966) strongly recommended that future curriculum planners develop flexible, open-ended, broadly based curricular programs that would allow the student the opportunity to change and move within the curriculum area as the individual's goals and interest change.[20]

There seems to be a sizeable element of curriculum specialists who feel that there is no one type of curriculum program that is best for everyone. Some traditional liberal arts advocates however oppose this point of view.

Daniel (1974) in a study of the conceptual framework of colleges academic responses to social issues noted the following:

> That the rapid rate of changes and the nature of the changes during the sixties did increase the drift away from institutional programs being based on a common general mission.[21]

The author points out that in the seventies higher educational institutions should determine how they might help in the solution of social problems while not giving up their own integrity as an institution. Daniel goes on to say that the sixties are changing to the seventies and the resulting change of curriculum of the colleges has meant,

> "Structured-liberal" is now ascending the throne that was occupied only yesterday by "flexibility". "Career possibilities" now control much of what was recently under the influence of "self-discovery". "Classics" now reign in many places where "relevancy" could formerly be heard.[22]

Curriculum change is, in fact, social change since from a socio-psychological point of view the academic program represents an interwoven net of expectations on the part of the faculty, administration, students and employers. One cannot separate curriculum change from the social organization of the institution because the social structure tends to influence how the faculty, students and administration view

curriculum change. To a great extent the amount of curriculum change that occurs is determined by the degree to which the faculty accept the need to make program changes, quite often the educational institution's administrative view of academic problems are not the same as those of the faculty.[23]

Because faculty react to expectations, power and positions of the people involved in curriculum change, it is important to remember that their behavior will differ according to the conditions encountered in a given situation. Any educational institution will be comprised of various working groups to achieve the institutional goals and objectives. It is important for the curriculum organizer to remember that,

> between these groups and between members of the groups, there are patterns of relationships expressing social position, expectations, and sentiments. The curriculum is inextricably woven into these relationships, and it cannot be torn apart from its social context to be treated as a thing in itself. In order to change the curriculum, the social fabric must be changed-more at some points than others, but changed nevertheless. Broadly conceived, then, the problem of curriculum change is a problem in social engineering.[24]

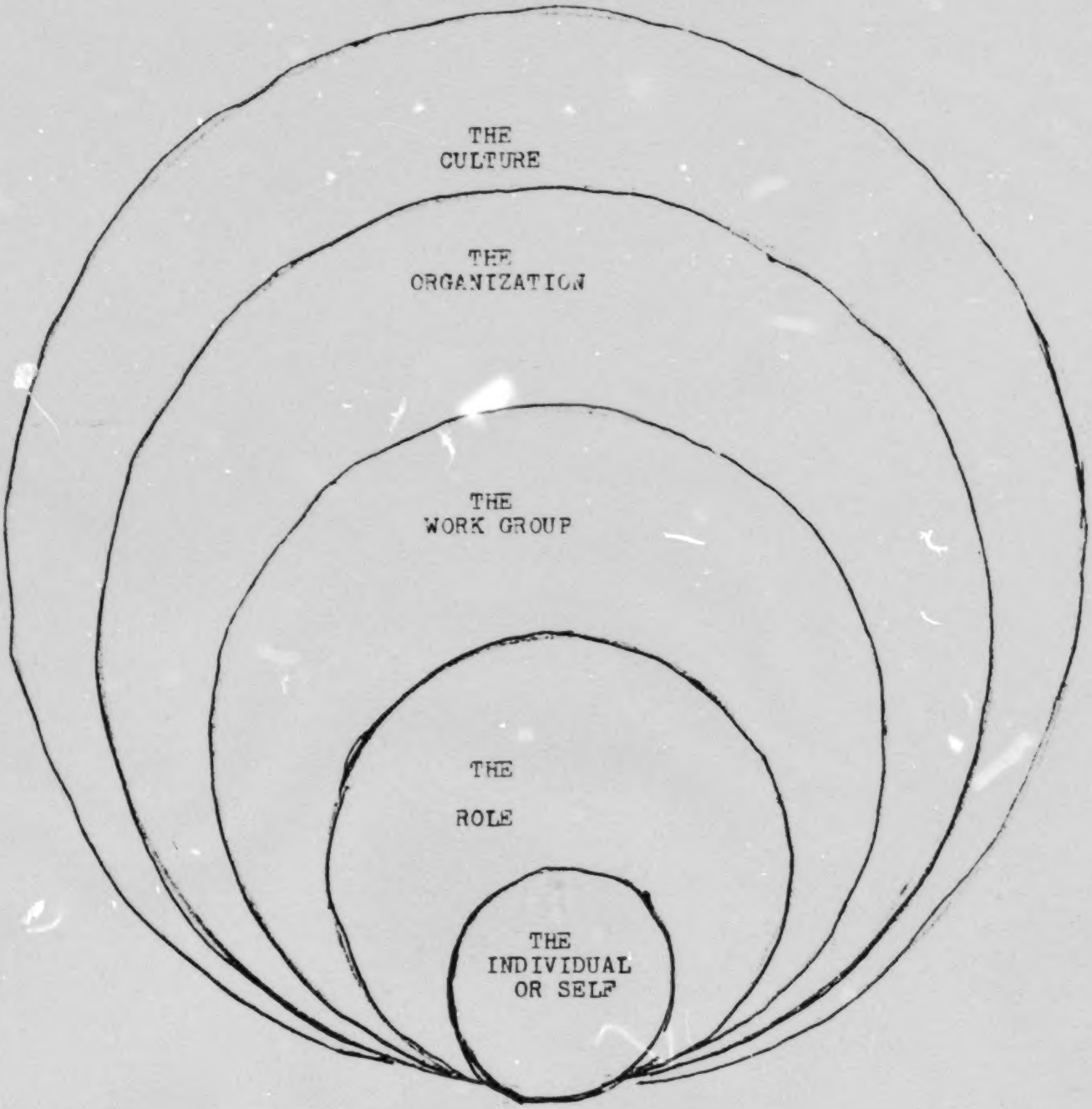
Curriculum change takes place when the old balance or equilibrium is upset and a new balance at another level of education is established. Therefore, if curriculum changes are to occur it becomes necessary to change the

> state of affairs in which the result of the opposing forces is zero, or so near zero as to allow little appreciable change, (which) is referred to as social equilibrium.[25]

The following figure represents how the organization is maintained by a means of dynamic equilibrium through an integrated task-oriented and needs-satisfaction.[26]

FIGURE 1

LEVELS OF INTERACTION OF THE INDIVIDUAL AND THE ORGANIZATION *



* Daniel E. Griffiths, "Administrative Theory and Change in Organizations," in Innovation in Education. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

Pritzkau in his book, Dynamics of Curriculum Improvement, describes the movement to find and re-establish a new level of equilibrium as inquiry, exploration and searching. In order to initiate this searching process there first needs to be an analytical study of the involvement desired. Once the disturbance of the equilibrium occurs the values and needs that are felt will come to the surface. It is when these efforts start to resolve these needs, there will emerge a new value system and pattern.[27]

In order to reduce the tension and possible aggressive behavior on the part of faculty opposed to the curriculum change it is important that there be a,

> reduction of the resisting forces-accompanied by a gradual increase of the strength of the driving forces- this is a procedure that avoids high tensions and emotional conduct.[28]

The following four phases will systematically modify the curriculum.

1. An analysis of the institution's community environment to find the clusters of interest groups that support the existing curriculum.
2. The introduction of the disturbance that upsets the present equilibrium that will tend to loosen the supporting clusters of interest groups.
3. The controlling of the various interest groups in order to allow for curriculum change to the extent and direction desired.
4. The establishment of a strong cluster of interest groups that will stabilize the changed level of curriculum or equilibrium.[29]

Jerome Bruner (1960) in his book, The Process of Education, argues that the curriculum of any subject should be built upon the most basic understanding that can be achieved based upon the fundamental concepts that give the

organizational structure to that subject discipline. In describing this structure he felt that the key problem in teaching a curriculum through key concepts is that the regular classroom teacher be capable of teaching the basic principles of that subject while clearly reflecting the fundamental areas of discovery. Bruner continues that a basic understanding of a subject's concepts makes the subject more understandable. In fact, unless specific subject matter is built into an organized conceptual pattern it tends to be quickly forgotten. The ability to transfer this understanding to another subject discipline or situation can best occur if that understanding is part of a conceptual curriculum model. The fundamental principles of a subject should be the primary purpose of teaching a subject and this can best be done by constantly examining that subject matter that is being taught.[30]

The belief, "that any subject can be taught effectively in some intellectually honest form to any child at any stage of development,"[31] has revolutionized curriculum development in the United States. For curriculum developers need to build curriculi around the great issues and concepts that society feels important and will continue to be important principles and values to society in the future. One of the criteria for measuring these concepts and values would be that, "when fully developed, it is worth an adult's knowing, and whether having known it as a child makes a person a better adult."[32]

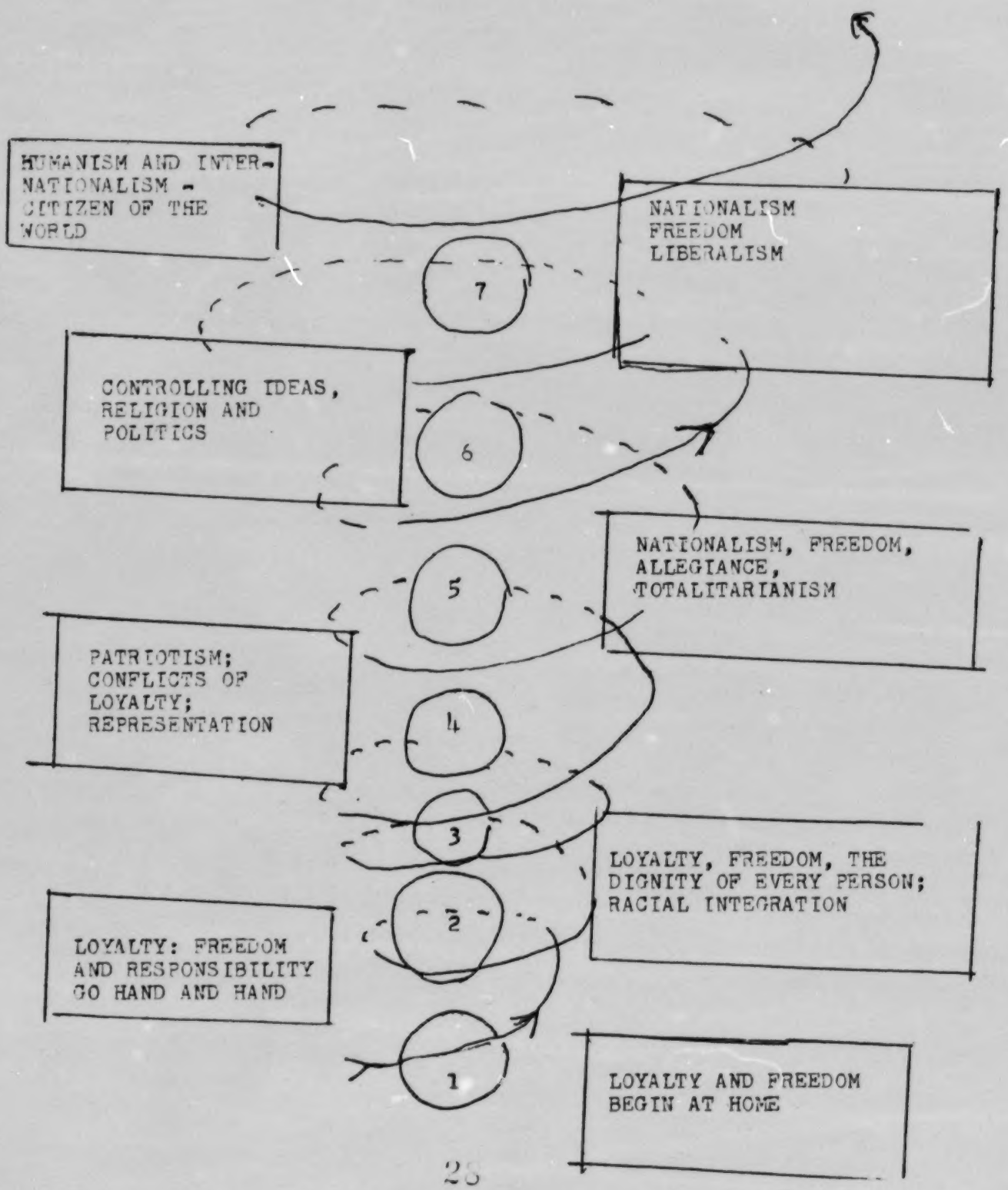
Many of these curricular implications that Bruner presents lead to what has been known as a "spiral curriculum" model that is sequentially* built upon certain reoccuring themes or concepts of a given subject discipline.

The following two examples of spiral curriculi have been developed in the social science fields. The first model, which has been developed by the Allyn and Bacon Company Concepts and Inquiry, develops the concept of loyalty which starts within the home and family environment and takes it in greater and greater depth to humanism, internationalism and citizenship of the world. The second model for the concept of habitat and its significance was developed by using traditional social studies books found in the public school systems.

*The present committee structure at Castleton State College presents a problem for any sequential curriculum development since there are three separate curriculum committees with overlapping areas of responsibilities that tend to cause curriculum duplication and gaps.

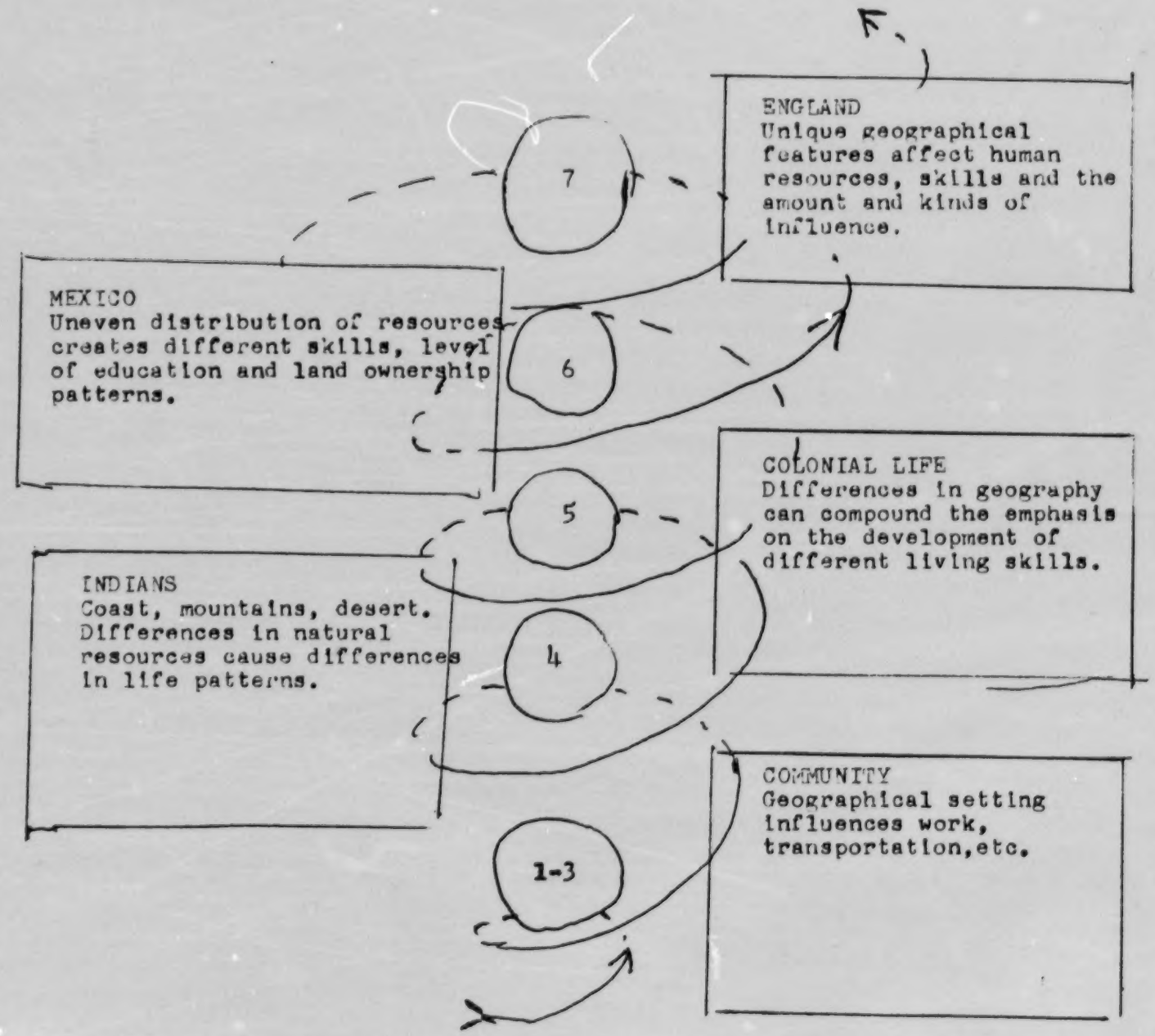
CONCEPT OF LOYALTY IN CONCEPTS AND INQUIRY

Loyalty is faithfulness, devotion or allegiance and emphasizes the idea of objective obligation or duty owed.



CONCEPT OF HABITAT AND ITS SIGNIFICANCE

The geography and the natural resources of a country influence how people live and what people do for a living.


7
ENGLAND
Unique geographical features affect human resources, skills and the amount and kinds of influence.
MEXICO
Uneven distribution of resources creates different skills, level of education and land ownership patterns.
6
5
COLONIAL LIFE
Differences in geography can compound the emphasis on the development of different living skills.
INDIANS
Coast, mountains, desert. Differences in natural resources cause differences in life patterns.
4
COMMUNITY
Geographical setting influences work, transportation, etc.
1-3

Scriven (1969) in an article , describes the curriculum structure of social studies and proposes three possible curricular models.

The first model, that of inter-disciplinary suggests that each of the social science subject disciplines like geography, political science, sociology and history are branches of one tree whose trunk is represented as social studies.

The second model, that of multi-disciplinary is conceptualized as a forest of trees; as being each of the individual social sciences such as political science, history, and sociology although rooted in the soil of human behavior are able to intermingle as each of the individual trees' branches intertwine.

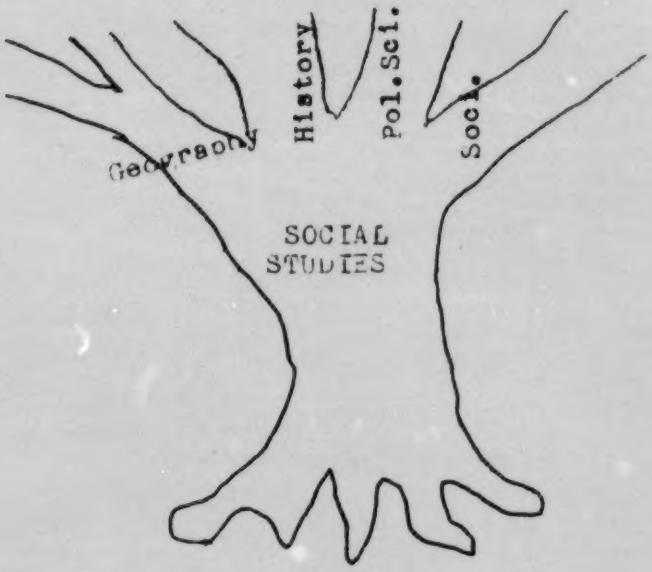
The last model, that of the reductionist, views each of the social sciences, such as political science, history and sociology as atoms that are in constant flux and movement coming together on occasions and pulling apart periodically.[33]

The following are the conceptualizations of these models.

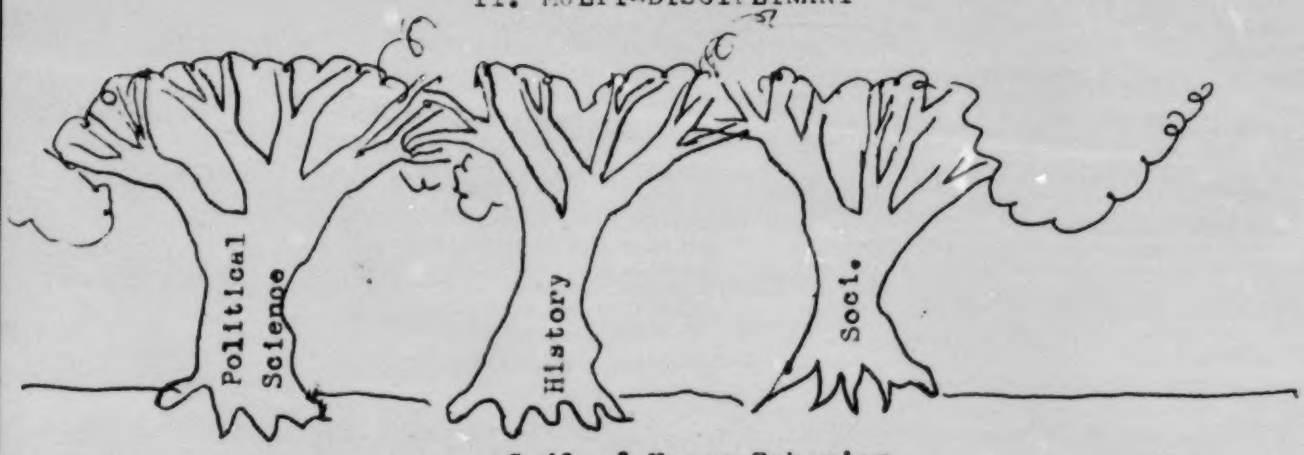
THE STRUCTURE OF SOCIAL STUDIES

Model by Michael Scriven

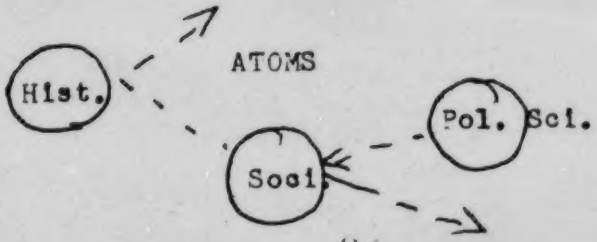
I. INTER-DISCIPLINARY



II. MULTI-DISCIPLINARY



III. REDUCTIONIST



III. PROCEDURES

The following specific procedures took place:

1. There was a review of the pertinent research and literature on certain factors influencing curriculum development at other higher educational institutions.

2. There was an examination of certain pertinent institutional data that explains factors that have influenced curriculum decisions in the past.

   a. Vermont State Colleges Board of Trustees' minutes of meetings.

   b. materials found in the alumni office.

   c. college's Long Range Plans.

   d. data from the Institutional Goals Inventory.

   e. catalog describing academic programs being offered.

3. Oral interviews took place with certain faculty and administration who had been involved in the curriculum development of Castleton State College in the past.*

   a. Dr. Holman Jordan, Administrative Assistant to the president. (See Appendix D, page 86.)

   b. Leonard Johnson, Director of student teachers. (See Appendix E, page 88.)

   c. Dr. Richard Dundas**, former Castleton State College President (1957-1969).

   d. James Gilbert, Associate Dean for Admissions and Records. (See Appendix F, page 90)

*See Appendix C, Page 85, for the list of the oral interview questions. The intent of the questions were simply to stimulate the discussion of the topic of curriculum development at Castleton State College and in no way were meant to be limiting or a comprehensive review of the topic.

**Although Dr. Richard Dundas was interviewed on February 15, 1979, he requested that all the statements he made during the interview not be used for the public record.

Terms defined:

Liberal arts: 1. the branches of learning that compose the curriculum of college education as distinct from technical or professional education; 2. in earlier times, the branches of higher learning, so designated because among the Romans they were regarded as arts befitting freeman.

Liberal education: 1. in the philosophy of Aristotle, the education which one growing up to be a freeman needs in order to bring his manhood and freedom to perfection education cultivating his soul's powers to perform "leisure" activities judged desirable for their own sake, like contemplation of scientific and philosophic truth, rather than activities of "occupation" or "recreation", judged desirable for the sake of something else to which they lead: 2. in the Middle Ages, the education then thought most effective for cultivating such powers - education in the seven liberal arts.

Liberal arts college: an institution of higher education that maintains a four-year curriculum leading to the bachelor's degree, with a central program of liberal arts in many cases with one or two closely associated professional schools such as a school of music or fine arts.[34]

Seven liberal arts: the standard medieval curriculum divided into two parts; the elementary group of three studies., grammar, rhetoric and logic, and the higher group of four studies (arithmetic, geometry, astronomy, music).[35]

Subject discipline structure: 1. body of imposed conceptions which define the investigated subject matter of that discipline and control its inquiries; 2. the pattern of its procedure, its methods, how it goes about using its conceptions to attain its goals.[36]

Concept: 1. an idea or representation of the common element or attribute by which groups or classes may be distinguished; 2. any general or abstract intellectual representation of a situation, state of affaris, or object.[37]

Humanities: a new comprehensive series of curricular modules that would include history, literature, language, education, art, music, philosophy, business, biology, that thus distinguish the human ties from social science, the natural sciences and professional programs.

IV. RESULTS

Castleton State College was founded by the Vermont General Assembly on October 15, 1787, four years before the establishment of the University of Vermont. The Act established Castleton as, "the place for keeping a county grammar school, in and for Rutland County."[38] Even at this early stage of development it was clearly stated that Castleton's role was that of a regional institution that was to service all of Rutland County. Castleton soon evolved into the major producer of teachers for much of southern Vermont. This primary mission of Castleton, although fluctuating in numbers at various periods of time, continued until Castleton Teachers College became a member of the Vermont State College system in 1962.

The only indication of the foreshadowing events that would radically change the curriculum programs and organizational structure of Castleton State Teachers College was evident in President Richard J. Dundas' message to the class of 1960. Dr. Dundas noted that,

> In future years your recollections of Castleton may be confused because your period of attendance spanned three distinct phases in the college's history.
>
> As freshmen you found Castleton a small friendly institution reflecting the rather tranquil spirit of the times.
>
> The second phase began early in your sophomore year when the U.S.S.R. launched the first earth satellite. This event led to a critical reevaluation of American public education and a clamor for intensified effort at all levels. The college had to keep pace with the demands of the profession by enrichment of basic courses and the addition of advanced courses in critical subject areas.

> In your final year at Castleton you were required to make further adjustments due to an economic reorganization of the Vermont teachers colleges. The higher tuition and campus living costs were offset by the National Defense Student Loan program and broader opportunities for appointment in other states.[39]

Although President Dundas' commentary only notes a change because of economics to a new organizational structure of State Teachers Colleges, there was some curriculum reference made earlier of the increased demands on the teaching profession by requiring enriched fundamental courses and additional higher level courses in subject disciplines like science and mathematics.

The actual legislation that established the corporation of the Vermont State Colleges makes no specific mention as to the change of mission of its member teacher colleges from teacher preparation to some other curricular direction.

The following Vermont Statute established the Vermont State Colleges corporation:

> 2171. Corporation established; purposes; powers
> (a) There is hereby created as a part of the educational system of the state of Vermont a public corporation to be known as "Vermont State Colleges", which shall plan, supervise, administer and operate facilities for education above the high school level supported in whole or in substantial part with state funds; however, while the corporation shall maintain cooperative relations with the University of Vermont and State Agricultural College, nothing in this chapter shall give the corporation any responsibility for the planning, supervision, administration or operation of the University.
> (b) The corporation shall own the real and personal property of the Castleton, Johnson and Lyndon teachers colleges and the Vermont Agricultural and Technical Institute and of other state operated institutions of higher education which may be established. It shall protect, preserve . . .
> . . . as to commencement of performance by the corporation of its obligation to supervise. administer and operate the institutions shall be as determined by the board of trustees but in no event later than July 1, 1962.[40]

Even though there was no obvious intent to change the mission direction of Castleton and as a result significant changes in the institution's curriculum programs, it becomes very evident that his, in fact, was the case, when at some of the earliest meetings of the Vermont State Colleges Board of Trustees motions were made that significantly changed the curricular direction, expanded and established new curricular programs at Castleton

In an examination of the Vermont State Colleges Board of Trustees' minutes, it was found that one of the earliest meetings that indicated a significant movement away from the total curriculum emphasis on teacher preparation took place on January 11, 1962. The three things of major significance that occurred at this early Board of Trustees' meeting was the decision to delete the name "teachers'" from the title of its member institutions, the establishment of a nursing program at Castleton, and agreement on the need for coordination of curriculum efforts between the State Colleges and the University of Vermont.

The first, that of changing the titles of the member institutions, was done only after receiving a letter from the Attorney General, Thomas Debevoise, that was a reply to the Board of Trustees' chairman, H. Ward Bedford concerning his request as to whether the Trustees had the power to change the titles of the member colleges. Bedford, who was a liberal arts professor at Middlebury College and had been acting as a part-time provost of the State College system until a permanent provost could be found, received a letter

stating that the Trustees did, in fact, have the power to change the name of the colleges.

Thus, the Board of Trustees decided to

> drop the name "teachers" from Castleton, Johnson, and Lyndon effective date to be July 1, 1962, so that the new titles should be Castleton State College, Johnson State College and Lyndon State College.[41]

Although there are no specific reasons given for the Board of Trustees' decision to change the titles of the State Teachers Colleges, it was evident that due to the background of various key individuals, as well as a desire on the part of some influential elements of the colleges (See Appendix G, page 92) it was desirable for the colleges to change their image from that of teachers' colleges to that of small liberal arts institutions.

Following this general philosophical change in direction, the trustees specifically moved to implement a curriculum program change that went beyond the teacher preparation curriculum when they passed the motion to establish a nursing program at Castleton. Dr. Reiman, a trustee and dentist from Rutland City made the following two motions.

> In accordance with NO. 274 of the Acts of 1961, the Trustees of Vermont State Colleges do hereby establish a school of nursing at Castleton Teachers College for the purpose of training Vermont residents to enter the nursing profession. The President of Castleton Teachers College is directed to make all necessary administrative arrangements to admit the first class of approximately 30 in September 1962 in conformity with requirements of the National League for Nursing and the Vermont Board of Registration of Nurses.[42]

After the first motion was passed Dr. Reiman moved that:

> The sum of $32,000 appropriated to the Trustees of Vermont State Colleges for planning and establishing a nursing school by No. 247 Acts of 1961 be assigned to Castleton Teachers College to carry out the purposes of the act. Expenditure of funds for the nursing school is to be supervised by the chairman of the Board pending appointment of a financial officer for Vermont State Colleges.[43]

In addition to the decision for Castleton to offer a program other than the teacher preparation one, it was generally agreed, although not formally moved, that the nursing program should culminate in an associate degree of some kind, although the term "Associate of Arts" would, in fact, be more appropriately and correctly entitled, "Associate of Science." Even though the decision to move into nursing preparation did not indicate a major change in curriculum direction since both programs were professional/vocational programs in nature, it did mean an agreed upon expansion beyond teacher preparation and the specific offering of associate degree courses and programs as well as the usual Bachelor of Science in Education degree. The decision did open the door to future programs and degrees that might be offered at Castleton.

The last foreshadowing decision made at this historic meeting involved the problem of coordinating the curriculum of the State Colleges with the University of Vermont. Chairman Bedford felt it would be helpful if some type of cooperation between the colleges and UVM could be set up whereby an individual student could transfer between institutions without losing a great number of credits. He mentioned that two previous meetings had been beneficial and that a

cooperative agreement could help all of the institutions involved.

It was then moved and passed that the chairman of the Board of Trustees, Dr. Bedford, be given the power to meet and discuss with the president of the University of Vermont the curriculum coordination between the State Colleges and the University.[44]

To this day, seventeen years later, the lack of coordination of programs between the State Colleges and UVM remains one of the major problems facing higher education in Vermont. The impact on the future of Castleton's curriculum is tremendous since the college will have to expand certain programs to meet the needs of southern Vermont if the University chooses not to extend their program services into the southern geographical area.

One of the major changes that influenced curriculum at Castleton was found in the perception of the Vermont State Colleges Board of Trustees' mission of Castleton State College that occurred in 1972 when they unanimously accepted and supported the college administration's proposal to expand into a graduate program in education that had been greatly needed and requested by southern Vermont educators. (See Appendix H, page 94)

The President of Castleton State College, at that time, Dr. Harold Abel, introduced Dr. Donald Hall, Dr. Cynthia Hall and Professor Robert F. Forest*, members of the Education Department who explained the graduate program proposal.

*It should be noted that the author of this study, Robert F. Forest was present at the May 13, 1972 meeting of the Vermont State Colleges Board of Trustees.

Dr. Donald Hall, chairperson of the Education Department, opened the presentation by telling how Castleton had worked closely with the University of Vermont for the previous year in an attempt to provide a joint graduate proposal for the area. However, that cooperative effort did not materialize for several reasons and thus, Dr. Hall proposed that Castleton offer its own graduate degree for the following reasons:

1. local public schools were encouraging teachers to take graduate courses;
2. the teachers needed graduate level study to maintain teaching competencies and adequate salary schedules;
3. the proposed program would help meet the need in southwestern Vermont, not then being met by any higher educational institution;
4. Castleton had the ability and specialists to support this proposed graduate program. The Castleton Graduate Committee felt the (proposed) program was of high academic standards.

"Professor Forest continued the discussion by using visual aids to explain the survey in the southwestern region and its results. Numerous examples of supporting data were shown with an overhead projector, e.g., from teachers, superintendents, geographical locations of teachers, population concentrations, and highway systems.[45]

On several occasions during the discussion which followed President Abel pointed out that the proposed program would be self-supporting.

Mrs. Page, a member of the trustees, said that the University of Vermont was not providing the needed services for southern Vermont but she was not any surer that Castleton could do any better. At that point, Mr. Andrews, assistant to the Provost of the State Colleges and whose brother was then President of the University of Vermont, indicated that UVM could in fact not meet the needs of south-west Vermont and that Dean Corrigan, the UVM Dean of the School of Education

had indicated to Dr. Hall that Castleton had his blessings and should offer the needed program on its own.[46]

One trustee, Mr. Wadhams, noted that the Castleton graduate program would fulfill an immediate need in southern Vermont, but the University of Vermont at some point in the future might ask Castleton to be their "arm" in the southern section of the state. He went on to state that this was a unique situation and that the intent was not to build an empire.

Dr. Babcock, then provost of the Vermont State Colleges, indicated that the University of Vermont could not service this southern section because the University felt it could not offer a joint degree or grant graduate credit through Castleton State College.

After some continued discussion on expenditures and other costs of the proposed program, a motion to authorize Castleton State College to offer a Master of Arts in Education degree was made and passed unanimously.[47]

Dr. Smallwood, then chairperson of the trustees stated that he wanted it understood and on the record that:

> 1. the primary intent of the program was to benefit Vermont teachers; 2. the program should be set up in such a way that there will be an accounting so the Board can evaluate the program; and 3. a realistic tuition should be charged, based on the needs of the program.[48]

Thus, as a result of the action of the Vermont State Colleges Board of Trustees on May 13, 1972, Castleton State College began to offer an ever expanding graduate degree program. From approximately fifty to one hundred graduate students the first two or three years (1973-1974) it grew to

two hundred and eighty two graduate students in 1977.[49] These increasing numbers of graduate students were initially all practicing teachers, but as the graduate program expanded individual students were accepted from related educational areas; such as school social work, counseling in criminal justice, educational business management and school nursing. Along with the increasing number of graduate students came the expanding amount of revenue that was generated by the program. Because of the low operating cost of the program and the use of part-time and adjunct faculty the graduate program went from a "break even" financial operation the first few years to a profit making arrangement after that start up period. In a meeting of the Castleton State College graduate committee, Dr. Dorothy Burns, then acting president of the college in 1975, indicated that the institution was making between thirty and fifty thousand dollars profit on the program per year.

After seven years of operation the Castleton State College graduate program with a total enrollment of 407[50] in 1978, offers five areas of emphasis: Language Arts and Reading, Leadership, Special Education, Guidance, and Curriculum and Instruction. The program, for experienced teachers, requires a minimum of 36 credits and culminates in a Master of Arts in Education degree. (See Appendix I, page 98)

Although the M.A.E. program has been extremely successful in terms of meeting the higher educational service needs of Southern Vermont schools attracting a large number

of qualified graduate students and making some profit for the college, it has never received the full support from the administration and faculty of the institution. Despite the fact that possible areas of expansion, such as special education and school business administration, are needed, the program has never been given enough funding support and has never been included in the philosophical basis of the college. Since the degree is an education degree, few faculty beyond the education department have been at all interested in the program. Because the majority of the faculty and administration view Castleton's primary mission as a small liberal arts college, there is a tendency not to want to give the prestige of a graduate degree to a professional area.

Much of the success in the establishment and success of the M.A.E. program was the result of an analysis of the University of Vermont graduate course offerings in the Castleton-Rutland region from 1968 to 1972 and a survey of southern Vermont superintendents as to the number of potential teachers interested in a graduate program and the possible supporting funds budgeted in each of the school districts.

The analysis of the University of Vermont graduate courses which had been offered in the Castleton-Rutland area found that 72 successful graduate courses had been offered between 1968-1972, with over 1033 graduate students enrolled. It was also determined that of these 72 courses, 60% of them were taught by Castleton State College faculty, 26% by part-time adjunct faculty and only 14% by regular University of Vermont faculty.[51]

In the case of the survey of nine southwestern Vermont superintendents and two adjacent New York superintendencies, it was found that superintendents had at least 341 teachers who might be interested in a graduate degree and that they had a total of $118,000 budgeted for support of graduate work and inservice workshops for these teachers.[52] (See Appendix H, page 94) It was also found that the three programs most desired were teacher education, administration and special education. Later, the survey was expanded to include thirteen additional superintendencies in southeastern Vermont and it was found that almost $30,000 was available in these school districts for inservice programs.

As of 1972 there was a total of $148,000 per year budgeted by southern Vermont school districts for possible graduate services for their teachers. There seems to be every indication that there are equal or more funds than that amount presently available for these inservice programs. However, further research needs to be done to know the specific needs and details of the financial support for future program expansion.

Despite the fact that there are increasing needs, requests and financial support in the public schools for Castleton's graduate education program, because of the recent trend on a state-wide basis to hold the line or cut back on state aid to higher education, great fear and opposition, most often from the liberal arts area, to increasing any of the professional programs has developed, since it might be

at the expense of one of the present academic programs.

This has become even more evident when, due to the growing number of requests from the community, the college administration proposed an expansion into a Masters in Business Administration program. The program received strong community support as was shown in a letter by Robert Schill, Vice President of Central Vermont Public Service Corporation, when he indicated that the MBA was,

> proposed at a time when the central and southern Vermont communities are looking for a business graduate studies program . . . the need is evident. . . .the program will strengthen Castleton . . . (See Appendix M, page 107)

The proposed MBA primarily developed by Dr. Holman Jordan, Assistant to the president and Bruce Chaloux, Assistant Academic Dean with some input by faculty, were prepared to present the proposal (See Appendix J, page 100) at the Vermont State Colleges Board of Trustees meeting on November 8, 1977. When in the earlier part of the agenda, the Trustees decided, because of system-wide financial problems, not to establish any new curriculum programs, the decision was made by the Castleton administration not to present the MBA proposal at that time.

After evaluation criteria for all state college programs were developed by the central office, it was decided to activate the MBA proposal. The cost of the program was analyzed (See Appendix J, page 102). It was estimated that revenues would be approximately $25,259 and that expenditures would be about $36,500 for the first year of the program. When the MBA was presented to the college Faculty Assembly

on March 13, 1979, it was voted down by the vast majority of the liberal arts faculty and a few of the professional faculty because it was felt that since the Vermont State Colleges system was cutting back on programs it would be wrong to establish a new curriculum program.

Much of the current Castleton faculty's negative view and tension has resulted from the Chancellor's requirement that each state college evaluate all of their academic programs being offered. Even though there was great fear on the part of the faculty that any program criteria developed would be used to reduce programs, a criteria to assess programs was developed by the Academic Review and Planning Committee as already mentioned in the background section (See Appendix A, page 82). After considerable discussion, votes and decisions between the Castleton campus and the central administrative office the following program evaluation and review checklist was developed especially for new proposed programs like the MBA or for those programs that are to be terminated.

PROGRAM EVALUATION AND REVIEW CHECKLIST

THIS CHECKLIST MUST BE USED WHEN PROPOSING NEW PROGRAMS, MAJOR PROGRAM CHANGES, OR WHEN APPEALING PROGRAM TERMINATION. EACH ITEM ON THIS CHECKLIST SHOULD BE ADDRESSED, WHERE APPLICABLE.

INDICATE PURPOSE OF REVIEW:

NEW PROGRAM PROPOSAL
MAJOR PROGRAM CHANGE
PROGRAM TERMINATION
OTHER PLEASE SPECIFY

1. PROGRAM NAME

2. PROGRAM SPONSOR (i.e., Department, Joint Sponsorship by Departments, etc.)

3. Degree level, duration and attendance mode of the program (eg. B.S., M.B.A., 2 year, 4 year, part-time, through DCE, etc.)

4. Statement of Program Objectives

5. Relationship of the Program to the Current Mission and Long Range Plans of:
   a) Institution
   b) System (3 APAC Goal Statements ratified by the Board)

6. Relationship to existing programs in the institution, VSC system, and the State.

7. Demand for the Program (Based on survey and/or other printed documentation).
   a) Within College area
   b) Outside College area

8. Recruiting Potential
   a) Freshman
   b) Transfers - Freshman-Sophomore
   c) Transfers - Junior-Senior

9. Employment Opportunities (documentation needed)
   a) Locally
   b) Regionally
   c) Nationally

10. Graduate-Professional School Opportunities

11. Minimum Entrance Requirements (if any) for admittance to this program.

12. Impact on other Programs, Disciplines, and Departments

13. Resources required for the Program
    a) Staffing - Existing (include credentials)
                - Projected needs
    b) Facilities - Existing
                  Projected needs

13. c) Equipment - Existing
Projected needs

d) Library Support and/or resources - Existing
- Projected needs

FOR NEW PROGRAM PROPOSAL AND MAJOR PROGRAM CHANGE REQUESTS ONLY

14. Proposed date when program will begin

15. Will the proposed program meet accreditation standards or acceptance of a professional association, society, or other body?
___ yes ___ fully ___ partially
___ no
___ not applicable

a) name(s) of Association(s) of Societies

16. List the sample program of study including list of courses, proposed new courses, course descriptions, research, field work, etc.

17. Cost estimates over a five year period. State how the Program is to be funded (internal reorders of resources, additional allocations, "new" moneys). If federal or private grant money is available or is to be used:
a) state potential sources
b) how costs will be absorbed after "soft" money runs out.

FOR APPEALS OF PROGRAM TERMINATION REQUESTS ONLY

14. Current Enrollment
a) declared majors
b) potential majors (as indicated at the time of admission by curriculum code, first registration or other supportable evidence)

15. Graduates
a) projected for this academic year
b) number for past five years
c) projected next two years

16. Placement record of program graduates for past five years.

17. Cost of the program (per student)

ALL RESPOND

18. Community support and need - (provides some community service; meets local community need, etc.)

19. Assessment of the program (state how it will (was) be reviewed and evaluated and when)

20. Summary statement which will address the quality of the program (existing or potential) and the effect of the program on the CSC philosophy.

11/78

The Academic Review and Planning Committee reported at the Faculty Assembly meeting on March 29, 1979, that they had reviewed all programs with the Chancellor's program criteria, which were slightly different from those that the faculty had developed earlier. By using the Chancellor's program criteria the committee indicated the following two-year associate programs and four-year bachelors programs would be terminated.

TABLE 1

CASTLETON STATE COLLEGE [59]
PROGRAMS TO BE TERMINATED

Associate Degree	Bachelor of Arts Degree
Chemistry Technology	American Studies
Geology Technology	Biology
School Clerk	Combined Science
School Librarian	Science by Contract
Teacher Aide	Community Organization
Business/Advertising Art	French/Spanish
	Spanish/French

Bachelor of Science Degree

Business Education
Business Executive Secretary
Elementary Education/American Studies
Elementary School Music
Physical Education/Contract
Secondary Education/Contract
Secondary Education/Biology
Secondary Education/Combined Sciences
Secondary Education/Mathematics
Theatre Arts

The cause of this program review demanded of the chancellor's office of the Vermont State Colleges by the Vermont Legislature was because of the many financial problems that the Vermont State Colleges had presented during the 1978 session. The Vermont House Appropriations Committee recommended and it was was approved by the Legislature, that the Vermont State Colleges submit to the 1979 Legislature a financial plan and "a plan of course and program offerings in all sections of the system which eliminates unnecessary duplication . . ."[54] As a result, the new State Colleges Cahncellor, Richard E. Bjork, submitted to the 1979 Legislature an academic and financial planning report and a Vermont State Colleges Fact Book as compliance with the requirement of the Legislature.

As a result of this legislative requirement the following classification system was developed resulting in a review of 75 programs.

> The classification system identified acadimic programs offered by the colleges as distinctive, essential, regular degree programs, and programs subject to curtailment. The distinctive programs (about 3-5 per four-year college) are those already offered exclusively by a single college or which could be developed with the requirement that such programs would not be offered elsewhere within the system. Essential programs are those high enrollment programs, basically education and business, which provide the essential student population for stability, and are likely to be available at all colleges. The regular degree programs, primarily arts and sciences, would be evaluated against basic criteria to ascertain whether they could be supported at one or more colleges. A substantial number of programs with few majors and/or with almost exclusive service responsibilities would be closely evaluated for possible curtailment.[55]

> At this time about 75 academic programs are under review to determine if they meet the criteria for retention. Of this group, 30 academic programs are offered by more than one college in the system. It is apparent that the academic planning and review process will result in the elimination of some academic programs. On the one hand the result should be conservation of resources and opportunities to improve the quality of remaining programs. On the other hand, the elimination of programs and services may alter the regional character of the colleges and may require students to travel greater distance than had been the case. Also, as some public reaction indicates the reductions in services may also lead to reductions in staff with its attendant distress.[56]

A list of all 75 degree programs presently being offered by the member State Colleges, their program duplication and numbers of graduates last year can be seen in the Appendix K, page

Later in the report to the Vermont General Assembly, Chancellor Bjork indicated that the major academic area not considered yet has been the outreach program in which the colleges provide academic programs and services outside of the campus. This, he felt, was one of the important academic topics that needed to be discussed in the near future.[57]

Despite the present and future financial problems of all the State Colleges, several members of the Castleton State College administrative council, when developing a service delivery plan for the college, along with reassessment of present curriculum programs, included the possibility of expanding into the following new curricular program areas.

TABLE 2

CASTLETON STATE COLLEGE
NEW POSSIBLE CURRICULUM PROGRAMS[58]

General Fields	New Possible Programs
Health and Medical	Athletic Training, Sports Medicine, Administration
Business	MBA, AS (Secretarial Science)
Education	Health Education, Adult Education
Social Science	Public Planning and Policy, Administration

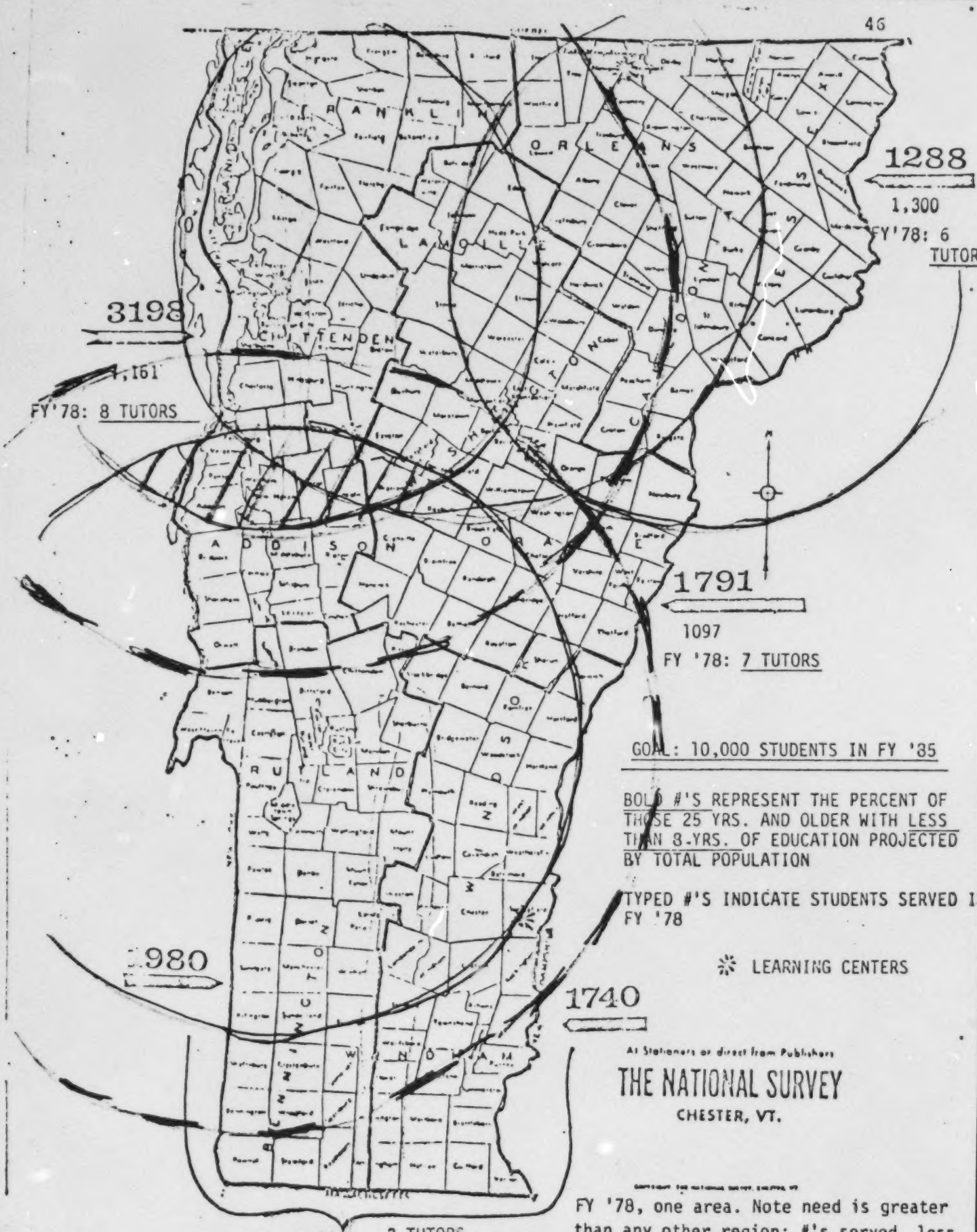
They also noted that it will be important that changing student interest be watched very closely so that Castleton can deliver services and programs to meet the southern Vermont needs, while not having to commit large amounts of program funds and institutional resources.[59]

Even though the Chancellor of the Vermont State Colleges, Dr. Richard Bjork, presented a cloudy future for the State Colleges because of financial problems in a speech given to the Vermont Chapter of Phi Delta Kappa, he indicated that he could still envision specific programs being developed to meet the needs in the southern part of the state. In particular, he felt that Castleton should plan to meet these needs by a cooperative and complimentary effort with the University of Vermont and the Community College.[60]

The assumption was that Castleton State College, because of its unique geographical location and existing curriculum program, should be designated as the primary institution to provide higher educational services to southern

Vermont. Further details as to the specifics of outreach services will be presented later in the paper as one of the recommendations in the discussion, implications and recommendations section. Let it suffice to say here that the spheres of influence will probably be the major reason that Castleton's curriculum will continue to grow.

Another interesting area of program expansion for Castleton State College is in the area of adult education. Although the college is already offering some adult education courses, the map on the following page indicates the significant lack of an adult learning center in the southwestern part of the state. The possibility of combining efforts by the State Department of Education and Castleton State College in the field of adult education is unlimited. In fact, the director of adult education for the State Department, Lloyd Kelley, is also an integral part of the adjunct graduate faculty at the college. This would necessitate further dialogue between the institution's administration and Mr. Kelley to work out the details of such an arrangement.



GOAL: 10,000 STUDENTS IN FY '85

BOLD #'S REPRESENT THE PERCENT OF THOSE 25 YRS. AND OLDER WITH LESS THAN 8 YRS. OF EDUCATION PROJECTED BY TOTAL POPULATION

TYPED #'S INDICATE STUDENTS SERVED I FY '78

✲ LEARNING CENTERS

At Stationers or direct from Publishers
THE NATIONAL SURVEY
CHESTER, VT.

FY '78, one area. Note need is greater than any other region; #'s served, less

The fact that there is no adult education learning center in southwestern Vermont potentially has a tremendous curricular impact for Castleton State College. Whichever institution, Castleton State College, the University of Vermont or the Community College is designated to provide higher educational services to this region can expect increased funding for curricular programs to meet these expanded needs. It is this continuing conflict in the service area between Castleton and UVM that has caused program delivery problems in the past. The other problem in Castleton meeting these needs is the fact that it is still viewed only as a teacher preparation institution and not a broadly based college that can provide curriculum programs beyond that of teacher inservice.

The potential conflict between Castleton and the University of Vermont is most evident in a study that describes some of Castleton State College's image problems. The study was done in the southern counties of Addison, Rutland and Windham. It found that Castleton with 8.70% ranked behind UVM, 69.78%, and Middlebury, 13.27%, as the higher education institution providing the best quality education by those surveyed. When compared to UVM, the Vermont State Colleges highest percentages were VSC's 40.16% to UVM's 59.84% in providing the best community service and VSC's 31.21% to UVM's 68.79% for providing the best career preparation.[61]

The only area that Castleton State College placed first above all Vermont higher educational institutions was in the area of teacher preparation with 64.39% and UVM secong with 18.78% among those individuals surveyed. A seemingly contradictory result was when asked what was the best aspect of Castleton, the highest percentage, 41.20%, answered that the academic programs were, while the second highest percentage, 23.74%, indicated that limited courses and programs were the weakest aspect of Castleton.[62]

The survey concluded that the Vermont State Colleges in general do not have a good image although Castleton's image is perceived better than that of the system as a whole. It was felt that Castleton's strengths of teacher education, community service, low cost and career education are recognized by the public, but probably not to the extent they should be. Therefore, it was concluded that some type of public relations effort would be necessary for the future, either on a system-wide basis or at the campus level for Castleton.[63]

Some of this broader view of Castleton as having a mission to change its curriculum beyond teacher preparation in an attempt to service other needs in southern Vermont started to build momentum in the latter part of the 1960's.

One of the most influential documents that articulated a curriculum change of direction for Castleton State College was "The Creation of Three Swarthmores" by the Vermont State Colleges Provost*, Robert Babcock. Babcock had

*The title was later changed from provost of the Vermont State Colleges to chancellor of the Vermont State Colleges.

been the Republican Lieutenant Governor and continued to have great influence politically. A former political science professor at the University of Vermont, Babcock with his combined political power had great impact when he encouraged the member colleges to move away from teacher preparation to a liberal arts orientation. After studying the role of small colleges including Middlebury, Amherst, Williams, Swarthmore, two of the "seven sisters", Reed, Oberlin and a few others, Babcock concluded that emphasis should be on teaching and therefore there was a value in the colleges remaining small. This smallness would allow each professor to sit down with individual students over a cup of coffee and be able to "know his individual student as to suggest his future career, on the basis of an intimate knowledge . . ."[64]

This small public college as viewed by Babcock, would be about 900 students with approximately 60 faculty which would allow for each major subject discipline to be represented. This small college organization would mean a 15 to 1 teacher-student ratio that could be defended in Vermont both politically and economically.[65] The Swarthmore concept was diametrically opposed to the growing university-research trend in the 1960's.

Babcock's Swarthmore plan which the Board of Trustees approved also called for a 25% mix of out-of-state students and about 75% in-state Vermonters. He felt that it was important that the Board of Trustees formally approved the plan

to prevent the colleges' excessive growth like many of the other higher educational institutions.[66]

The liberal arts-professional conflict is evident when he pointed out that some minor problems continued regarding the plan's implementation. Even though it had been only six years that the member colleges had changed from a total curriculum program geared to teacher preparation, Babcock pointed out that,

> It may astonish you to learn that certain accrediting agencies do not believe that liberal arts constitute a suitable background for teacher training.
>
> It may further astonish you to hear that these same agencies think a faculty member ought to be promoted on the basis of his publications rather than his teaching ability . . . .[67]

Babcock summarized the intent of his Swarthmore plan by indicating that he hoped to still be on the Rhodes Selection Committee, even though he would have to disqualify himself when the first Vermont State Colleges students apply for Rhodes Scholarships.[68]

It is important to remember that from the early 1800's to about 1968, Castleton has had the primary purpose of preparing teachers for the state of Vermont. During that period of time the teacher preparation program has grown from a one-year normal school program to a four-year program leading to a Bachelor of Science degree. Because of the fact that education was the primary mission of the institution and great attention could be given to preparation of competent teachers, a consistently high demand for Castleton's grad-

uates, "testify to the fact that she has fulfilled her task well."[69] Even today, when there is nationally a surplus of teachers, Castleton State College continues a high placement success in the field of education. The following percentage* placement figures are based upon the number of education graduates who have responded to a survey questionnaire.

TABLE 3

CASTLETON STATE COLLEGE[70]
EDUCATION PLACEMENT
1973-1976

YEAR	PLACEMENT PERCENTAGES
1978	69%
1976	89%
1975	66%
1974	92%
1973	60%

The Vermont General Assembly, in 1961 transferred the control of Castleton from the State Board of Education to the Board of Trustees of the Vermont State College Corporation. Early in 1962 the name of Castleton was changed from Castleton Teachers College to Castleton State College. As this might suggest, this action cut many of the college's traditional ties.

> Backed by her accreditation in 1960 by the New England Association of Colleges and Secondary Schools, in 1962 Castleton began more vigorously pursuing her purpose of educating teachers. To do this she began developing her liberal arts offerings, a move urged by her Provost and Board of Trustees and whole-heartedly supported by Castleton's administration and faculty. Both groups recognized the absolute necessity of a liberal arts foundation for the adequate educating of teachers.[71]

*The percentage indicates those individuals who have been placed in the field of education or a related area. It also includes those working in education part-time or involved in graduate school.

By 1967 Castleton State College offered seven liberal arts areas in which a student could major. In the fall of the same year, major curriculum changes required all students, including those who wanted to teach elementary school, to major in one of the seven liberal arts disciplines. It was felt by many of the college faculty and administration that the new curriculum requirements would keep Castleton in step with the trends in teacher preparation.[72]

After a close examination of the "Results of the Institutional Goals Inventory" for Castleton, there was found to be no specific comments or recommendations regarding curriculum structure. There was general reference made relative to the academic growth of the student in terms of an ability to acquire general and specialized subject matter, preparation for graduate study and acquiring the competency to meet high intellectual standards. Other than these broad philosophical references to instructional program, the only other reference in the goals inventory was a stated need for the establishment of a successful library-learning center that could service all academic programs within the institution.

The previous faculty and administrative support of combining a foundation in liberal arts and professional preparation can best be seen in the introductory paragraph describing the academic programs in the Castleton State College bulletin. (See Appendix L , page 106) The opening statement clearly establishes that the college's curriculum

is founded on a firm foundation of liberal arts, in addition to certain professional programs. This is accomplished by requiring all students to take thirty credits as the minimum general college requirements in the liberal arts, as well as the specific requirements of their major or pre-professional programs. The intent of this sampling of liberal arts subjects is to expand all students' knowledge and understanding.[73]

As the Vermont State College central office increased its emphasis on vocational-professional programs and indirectly de-emphasized the liberal arts, the Castleton State College faculty and administration, in an attempt to strongly cement a liberal arts requirement beyond the loosely organized thirty credit general requirements, established the core curriculum. The core curriculum was developed and implemented during the 1978 academic year. This new program required all undergraduates to take a larger number of required courses, primarily made up of liberal arts courses. Also, as a part of the core curriculum will be a program to provide all students with various academic skills necessary to achieve success at the college level.[74] (See Appendix L, page 106)

The following are some of the oral interview questions that were asked during the interviews. The intent of the questions were simply to stimulate the discussion of the topic of curriculum developmentat Castleton State College and in no way were meant to be limiting or a comprehensive review of the topic.

1. What do you feel the three or four major forces influencing curriculum change at Castleton State College have been since 1961?

2. How do you see the curriculum and academic programs at the college changing in the next ten years?

3. In your opinion, what were the two or three crucial curriculum decisions at Castleton during the period of your employment?

4. What did Dr. Babcock, the former Provost of the Vermont State Colleges, mean when he said several years ago, that the Vermont State Colleges should strive to be like small Swarthmores?

5. How do you define the Castleton State College regional community and what geographical area would you include in its service area?

All of the individuals interviewed were in general agreement in their answers on each of the previously submitted interview questions.

There seemed to be general agreement among all the individuals interviewed that there was never much support, and certainly none at the present time, for what had become known in the late 1960's as Provost Babcock's "Little Swarthmore's" concept. It still seemed that there was to some extent a philosophical agreement with segments of the concept on the part of Dean Gilbert and Dr. Jordan. At the time Dr. Babcock's article was circulated on the campuses of the colleges it was not well received by various members of the professional faculties which included Leonard Johnson, who was made Director of Student Teachers at the time, nor by certain members of the service communities like the local superintendents of schools. Although most members of the liberal arts faculty supported the concept at the time it

was pronounced, because of strong opposition to the "Little Swarthmores" concept by the present Chancellor of the Vermont State Colleges, Dr. Richard Bjork, the concept is not widely supported by the current State Colleges faculty and administration.

There was also general agreement that Castleton's curriculum programs were expected to provide the higher educational services for most of the six southern counties in Vermont. It was viewed that most of the present curriculum offerings would satisfy most of the needs of the local communities, but that a few new programs like the Masters in Business Administration might need to be established. It was felt that the major problem that would prevent the establishment of these programs and the expansion of some of the present programs, such as nursing, would be a financial one. All of the interviewees believed that the needs and requests were there for the service programs, but in fact, the State Legislature may not provide the funds necessary for Castleton to meet these service needs.

The feeling among the three individuals interviewed was that the most influential decisions that changed Castleton's curriculum were: 1) the decision to join the other state teachers colleges as members of the Vermont State College system with their own Board of Trustees 2) the decision to move into other curriculum programs (first with nursing and later liberal arts) during the 1960's and 3) the decision to expand into graduate education for area teachers. It was

felt that all three of these decisions have had a major impact on Castleton's curriculum and would probably have an impact on future curricular directions (i.e. the offering of an MBA).

What was not evident in the interviews was an uneasyness or tension between campus administration and the central office administration because of differences of perceived curriculum needs. However, these administrative differences seemed to surface when a large number of Castleton's administration resigned or changed their positions.

Many of the present administrators at Castleton State College, because of several of the organizational and academic program changes being proposed by the Vermont State Colleges central office, are planning to leave their positions. Director of Admissions, Kevin Coveney, will join President Wilson when he assumes the Presidency of Southampton Center of Long Island University in June. Dr. William Feaster, Dean of Academic Affairs will assume a lower level administrative position as the assistant financial aid officer. Feaster commented that he had become frustrated with the Dean's job because of a lack of a contract agreement which has made his work more difficult. He also noted that the chancellor's office will probably be reorganizing the State Colleges' system and implementing cut backs in programs that will be offered in the future. He pointed out that although no decisions have been made on program cuts the fact remains that, "the handwriting is on the wall. I see some things

coming that educationally I may not be particularly happy with."[75]

Feaster's comments were seemingly supported when Bruce Chaloux, Assistant Dean of Academic Affairs, confirmed that he was also candidating for other administrative jobs. Chaloux also said that the resignations of Wilson and Feaster have, "in effect gutted academic affairs"[76] at Castleton State College.

V. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Most of the curriculum and program changes that have occurred at Castleton State College since 1961 have been the result of needs that were evident in the southern counties. This would include the development of a nursing program in 1962, the establishment of a liberal arts program in 1967, the founding of a graduate program in education in 1972 and, most recently, although not fully developed and implemented, in 1979 a proposed Masters in Business Administration.

In each instance Castleton has attempted to meet the needs that its supporting communities have requested. It is questionable despite the financial problems that these needs and the related interest group's political and financial power can be denied in the future. In all probability, because of the statewide financial problems the program expansion for the 1980s will not go as easily as the 1960s or early 1970s, but it will continue unless major catastrophes such as a national depression occur that would blunt the higher educational needs in southern Vermont. Therefore, it is recommended that Castleton plan in the future for a slower but continued program of growth, possibly in considerably changing curriculum subject fields.

The new chancellor of the Vermont State Colleges, Richard Bjork, has been very critical of the present organizational and academic structure of the three small regional state colleges that offer a wide range of liberal arts programs

and degrees. He has argued that the regionalism and duplication of programs are too expensive for Vermont.

As an alternative to the present system, Dr. Bjork has suggested the elimination of academic programs that are duplicated in the state colleges while designating certain programs as "distinctive" on each of the campuses. Thus, the unique mission of each of the colleges, "would be centered ground a small core of 'exclusive' courses, such as nursing, environmental studies, teaching, etc.."[77]

Chancellor Bjork's proposal has come under heavy criticism by many of the faculty of the Vermont State Colleges as de-emphasizing the liberal arts objective of the college campuses. The Chancellor has retorted that the costly duplication of programs has forced him to present the Board of Trustees with a list of academic programs that must be curtailed or terminated.

In particular, Dr. Bjork, noted that the "southern part of the state is poorly served by the Community College system. He said that plans to reorganize the system are already under way to shift services from the northern to the southern part of the state."[78]The implications of this new geographical southern emphasis by the Community College will have tremendous impact on the curriculum programs at Castleton since it has been the major provider of higher educational services in southern Vermont.

The following maps describe what was recommended for establishing areas of higher educational services to southern Vermont. The assumption was that from Middlebury south fell

into either the primary or secondary spheres of influence of Castleton State College. If this recommendation on spheres of influence is accepted, it is logical to assume that additional funds will be allocated for the establishment and expansion of various curriculum courses (ie. - Masters of Business Administration, etc.) at Castleton.

The first map indicates the problems facing Vermont's public higher educational institutions' efforts to provide services for the complete state. Vermont Technical College, although a member of the State College system, is not included in the proposed spheres of influence, since it is a two year technical school and the only one in the state that provides certain specialized technical programs. It, therefore, draws its student population from the entire state. Of the remaining five public higher educational institutions, only Castleton State College is in a location to provide higher educational services to the southern section of Vermont. The Community College, which is a non-campus based member of the State College system, meets some of the needs in the southern segment of the state, but because it tends to be associate degree or non-credit oriented, it can only meet a limited need in the local area.

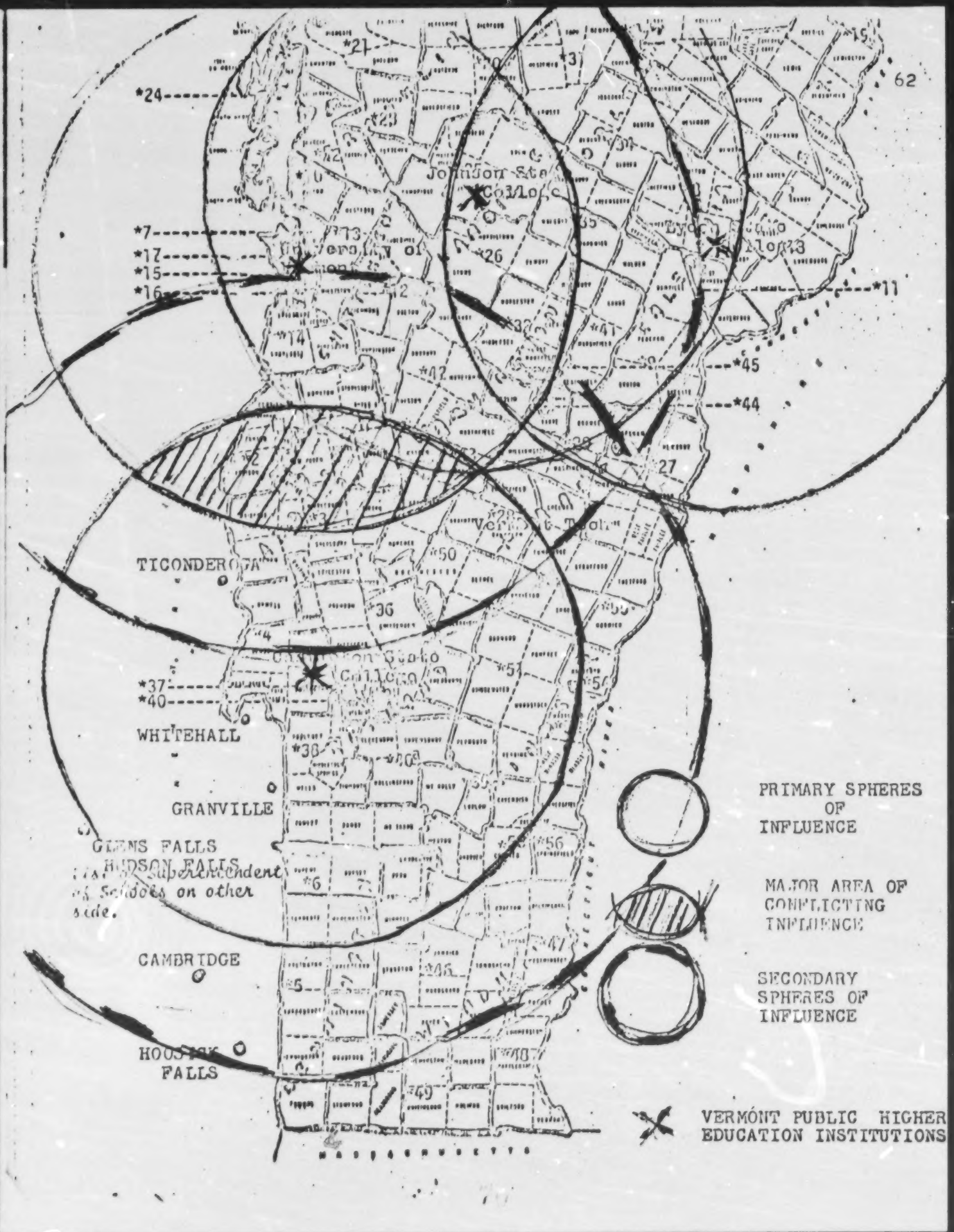
The smaller blue circles, or primary spheres of influence, on the map indicate approximately a 45 mile radius around each of the public higher education institutions. Because this is the distance that is often accepted as a possible daily commuting distance, it can be logically assumed that much of the student population for each campus will have its main

source from these inner blue circles.

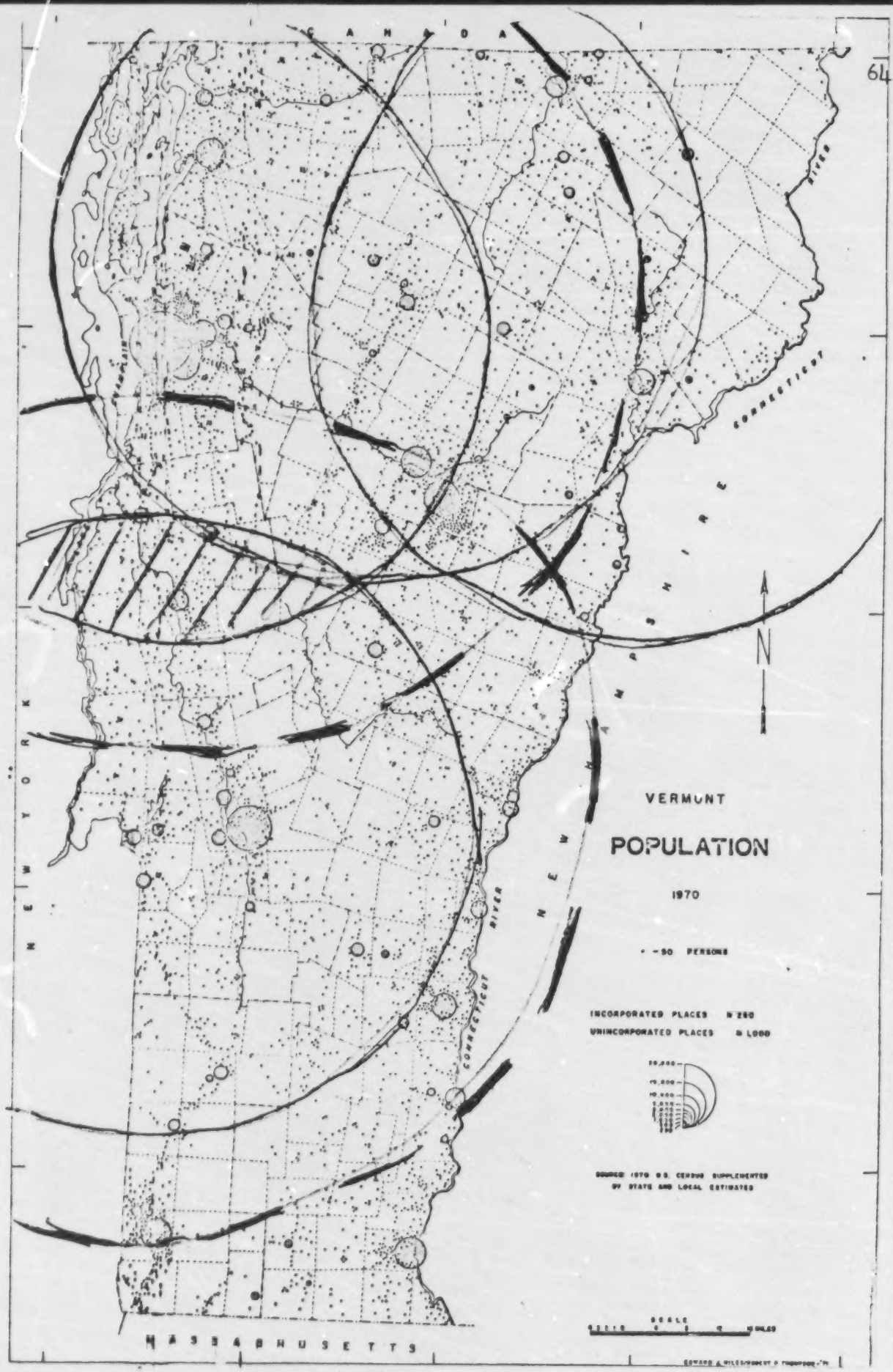
The outer red circles indicate what might be considered secondary spheres of influence. Although not within daily commuting distance of the campus, because of other factors residents consider the institution at the center as being of major influence in providing higher educational services in the area. This secondary sphere of influence is much more flexible that the previously described blue sphere of influence. It should be noted that only two of the institutions, Castleton State College and the University of Vermont have what would be considered secondary spheres. This is due to the great political influence of the University and how it has successfully blunted the outreach efforts of the two northern State Colleges. It is important to note that all three northern institutions' primary spheres of influence overlap with each other. It then becomes obvious that problems might occur from this overlapping.

For the purposes of this practicum, it is important to note that the only primary area of conflicting influence for Castleton State College and the University occurs in what is known as the Middlebury area. This possible conflict area becomes less important since Castleton has already established a successful off-campus center in Middlebury that has thrived and continues to grow. This has, for all intensive purposes, blunted the University's efforts in the Middlebury area.

The other successful Castleton off-campus center has been established in Rutland City, the second largest city in Vermont. However, there presently remain questions of future development of Castleton centers in Bennington and / or Brattleboro.


TICONDEROGA
WHITEHALL
GRANVILLE
GLENS FALLS
HUDSON FALLS
CAMBRIDGE
HOOSICK FALLS
Superintendent of Schools on other side.
PRIMARY SPHERES OF INFLUENCE
MAJOR AREA OF CONFLICTING INFLUENCE
SECONDARY SPHERES OF INFLUENCE
VERMONT PUBLIC HIGHER EDUCATION INSTITUTIONS

The following 1970 Vermont population map, developed by Dr. Edward J. Miles, of the geography department of the University of Vermont, graphically shows the population centers in Vermont. As previously mentioned in an earlier study, Rutland County is projected to grow from 52,637 in 1970, to 60,008 in 1980, and to 67,552 in 1990. During that same time period it is anticipated that the total state of Vermont population will grow from 444,732 in 1970, to 588,946 in 1990; including all the southern counties (Rutland, Addison, Bennington, Windsor and Windham) which had a population of 182,743 in 1970, to 234,400 in 1990.


C A N A D A
NEW YORK
MASSACHUSETTS
CONNECTICUT RIVER
CONNECTICUT
N
VERMONT
POPULATION
1970
• = 50 PERSONS
INCORPORATED PLACES
UNINCORPORATED PLACES
SOURCE: 1970 U.S. CENSUS SUPPLEMENTED
BY STATE AND LOCAL ESTIMATES
SCALE

Part of Chancellor Bjork's current emphasis on career-professional programs can best be seen in the way he views former Provost Babcock's Swarthmore plan. Dr. Bjork, looks upon Babcock's Swarthmore concept with great disfavor since it is diametrically opposed to his recent push for practical, career oriented programs. However, the Swarthmore plan remains the hidden preference of many faculty and administrators at Castleton State College. This is understandable since many of the most influential members of the campus community were hired during the Dundas presidental administration which coincided with much of Provost Babcock's period as Chancellor of the State Colleges. The thinking was reinforced by the current President, Donald Wilson, who encouraged a basic liberal arts core for all majors at Castleton.

One major difference between the Swarthmore concept and the direction of the present State College system was in the background of the students attracted to the State Colleges. Babcock seems to assume that students with backgrounds like the students of Middlebury, Amherst and Williams who would be future Rhodes Scholars were the type of students that the State Colleges could be expected to attract. On the other hand, Chancellor Bjork's present plan for career-professional oriented programs are ones that will attract less wealthy students with lower educational aspirations. Dr. Bjork's plan has, in fact, been the direction and the type of student that have gravitated to the State Colleges for the past several years.

The most important recommendation of this practicum is the recommendation to establish interwoven liberal arts and professional interdisciplinary teams that would represent the true structure of all of the subject disciplines. These curricular offerings, possibly initiated within the core curriculum organization, would form a broader basis of what would be considered a new form of humanities program.

The theoretical model for this curriculum program would be a modification of Bruner's spiral curriculum and Scriven's structure of a subject discipline. The following pages represent explanations of how this interdisciplinary team model might function.

There have been at Castleton some previous interdisciplinary team teaching efforts, but only cooperatively among the liberal arts fields (art, English, history). This interdisciplinary team which is proposed would be made up of a four member team that would represent education, history, communications and business. This team would evolve a curriculum module that would combine the specialties of their fields, as is further explained in this section.

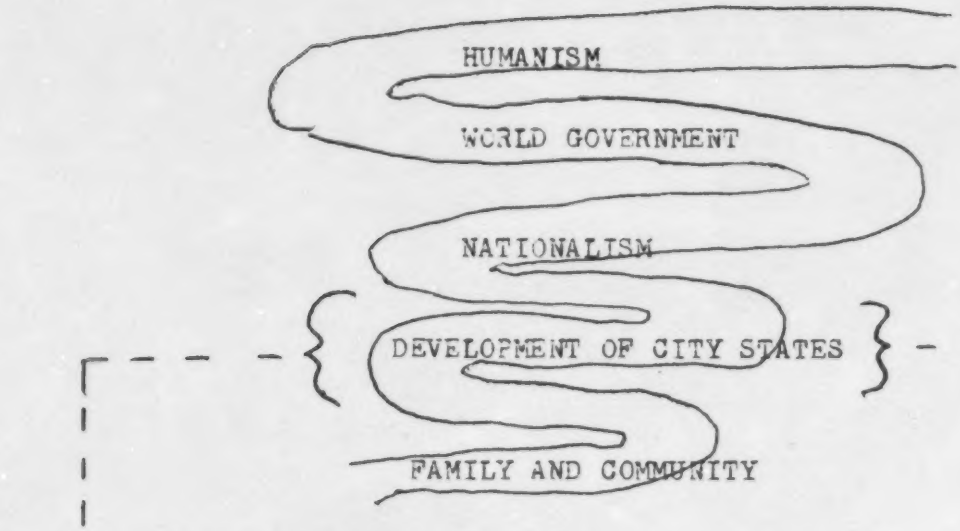
The following diagram is an example of Bruner's spiral curriculum that is often taught as a survey course to freshmen or sophmores at the college level. In this particular instance one segment of it, the development of city states, which fuses various subject areas, would be team taught by both the liberal arts and the professional faculty. The business faculty might teach the concept of commerce and how the establishment stimulated an ever increasing commerce

among the many city states found in the Fertile Crescent. The education faculty member could either teach the importance and methods of objectives and daily lesson plans in teaching this period of history or might prefer to develop the history of education that emphasizes the first steps of formal schooling beyond the family. The other subject areas might be sociology, history, etc. which tradionally have taught this topic, would still present most of the same topics but instead of presenting the area of language development and the establishment of a mathematics system will plan to include members of the mathematics and English departments.

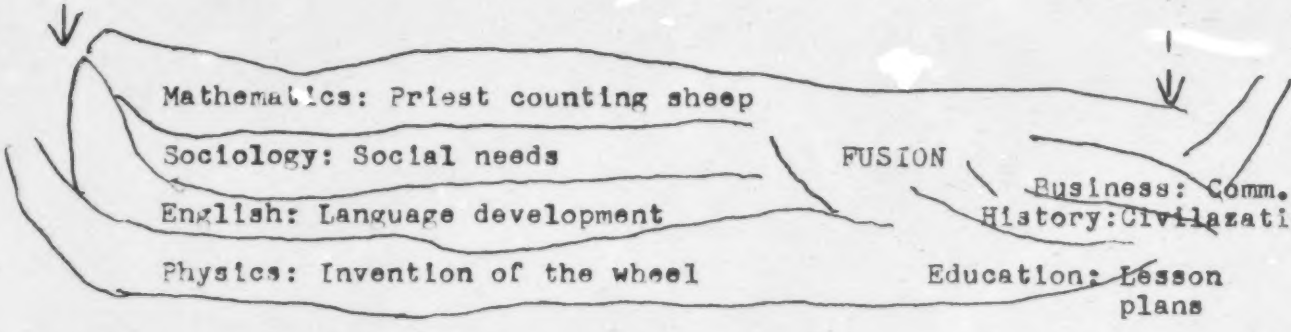
FIGURE 5

SPIRAL CURRICULUM OF THE

HISTORY OF MAN



The following is an example of a possible inter-disciplinary team taught lesson on the fused and interwoven spiral curriculum of a unit on the development of city states.



The combined Scriven - Bruner curriculum model was proposed as the theoretical base in which interdisciplinary teams that include both professional and liberal arts faculty would develop a spiral curriculum of conceptual models that are built upon one another. During the initial phase one faculty member from each of the major departments; history, English, geography, economics, biology, art, music, education, and business would volunteer for the team for one two credit period per week for the purpose of implementing the program. This would provide a four year elective track that will start at the freshman level and will fully develop four years later when those freshmen are seniors. The following diagram that provides the curriculum model that combines Scriven's structure of a subject and Bruner's spiral curriculum would be the first step in which the team of faculty will meet and develop in much greater detail. This cross disciplinary effort has several advantages:

1. It represents the true natural flow of a curriculum of various subjects that are interwoven and not "pigeon holed" into separate boxes.
2. It would help some of the liberal arts fields to survive the curriculum trend away from their areas and toward the career - professional programs.
3. It would broaden what tends to be the narrow perception of many of the career oriented students in business administration and elementary education.

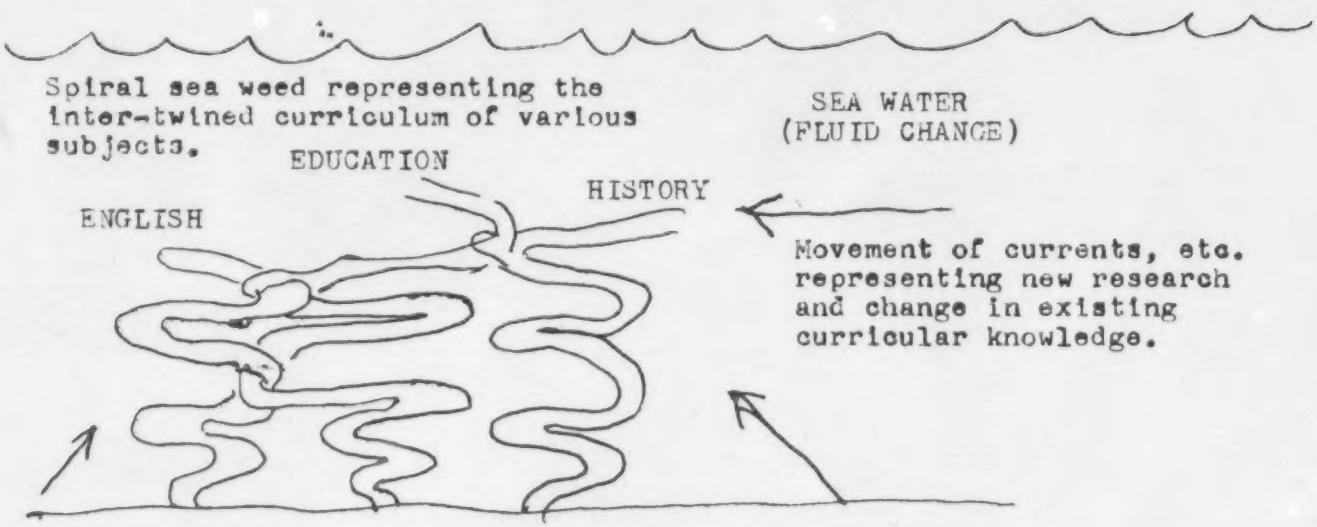
FIGURE 6

CURRICULUM MODEL COMBINING

SCRIVEN'S DISCIPLINE STRUCTURE

AND

BRUNER'S SPIRAL CURRICULUM


Spiral sea weed representing the inter-twined curriculum of various subjects.
EDUCATION
HISTORY
ENGLISH
SEA WATER
(FLUID CHANGE)
Movement of currents, etc. representing new research and change in existing curricular knowledge.

BASED IN THE SOIL OF HUMAN BEHAVIOR

Within this proposed four year experimental curriculum tract there should be built in at each stage of the sequenced curriculum module some related field experiences whereby each student electing to go through this tract would spend a percentage of his or her time working in the community on some related topic. For example, as part of their work in sociology they would become involved in city planning or zoning policies. In education they could work in a local school system to provide individual help to students. This aspect of the proposed curriculum would not only reinforce the usual education and business work study programs, but would also provide the liberal arts with an increased interest and motivation on the part of students who recent research have indicated need and desire this experience.

This practicum has attempted to combine a historical analysis of curriculum decisions that have influenced the direction of academic programs in the past at Castleton State College, while also studying the theoretical curriculum structure of the present programs with the intent of recommending various types of curriculum organizations and possible methods to be used for their implementation. The following recommendations were submitted to the President of Castleton State College, Donald Wilson, and the Assistant Academic Dean, Bruce Chaloux.*

* Because President Wilson will be assuming another presidency in June it was decided to also submit the recommendations to the present Assistant Academic Dean, Bruce Chaloux.

1. Using Bruner's concept of curriculum structure it is recommended that various volunteer faculty from both the liberal arts and the career - professional programs develop an interdisciplinary curriculum structure that would be team taught by both the liberal arts and professional faculty.

2. The Masters of Business Administration proposal should be re - submitted to the Faculty Assembly in an attempt to reverse their earlier negative vote. Early meetings with the Faculty Assembly Executive Committee in which the interdisciplinary nature of the program, the strong community support and the detailed financial implications should be elaborated. The example of how some aspects of the Masters of Arts in Education program helped to strengthen other college programs should be emphasized.

3. A consensus of the majority of faculty and administration to use the theoretical spiral curriculum model of Jerome Bruner that is based upon a sequential, and developmental, course pattern which emphasizes an inquiry approach. The details of this model were more fully developed earlier in this section of the study.

4. Part of Castleton's course sequence problem is due to three over lapping areas of responsibility of three separate curriculum committees. It was therefore recommended that there be only one curriculum committee that would assume total responsibility for all curriculum programs at Castleton. Thus, the Curriculum Committee would assume the policy making duties

of the Continuing Education Committee and Graduate Program Committee. The other duties of these two committees would be taken over by the appropriate Department Chairpersons or faculty chosen by them. Because of the additional areas of responsibilities of the Curriculum Committee it would be expanded from five members to nine members. In no instance should more than two members of a department serve on the Curriculum Committee at the same time.

5. Through a cooperative effort of higher educational institutions agreement should be reached defining the primary and secondary spheres of influence for delivery of higher educational services in the state of Vermont. Castleton State College should, in fact, be designated most, if not all, of southern Vermont as its service area.

FOOTNOTES

[1]Academic Planning Coordinating Committee, Castleton State College Long Range Plan. Castleton, Vermont: Feb. 9, 1978, p. 37.

[2]Ibid., p. 25.

[3]Arthur Cohen, "Wilson Resigns - Effective June 1 ", in The Spartan. Vol. 21, No. 17, March 5, 1979, p. 1.

[4]Long Range Plan. pp. 5, 37.

[5]Charles E. Silberman, Crisis In The Classroom: The Remaking of American Education. New York: Random House, 1970, p. 385.

[6]Ibid., p. 395.

[7]Ibid., pp. 399-400.

[8]Ibid., p. 388.

[9]Ibid., p. 484.

[10]Ibid., p. 408.

[11]Ibid., p. 408.

[12]Clyde E. Blocker, and Robert H. McCabe, Relationships Between the Informal Organization and the Curriculum in Six Junior Colleges. ERIC Document ED 012 602, 1964, pp. 34,35.

[13]John S. Brubacher and Willis Rudy, Higher Education in Transition. New York: Harper and Row, Publishers, 1968, p. 287.

[14]Thomas M. Schwen, Curriculum Elements of Graduate Education: A Brief Case Study on the Evaluation of a Doctoral Program. ERIC Document ED 129 255, 1976, pp. 34-38.

[15]William C. DeVane, Higher Education in Twentieth-Century America. Cambridge, Mass.: Harvard University Press. 1965, p. 152.

[16]Paul V. Thompson, A Case Study of Community Influence on Curriculum. ERIC Document, ED 095 985, June 1974, pp. 46-49.

[17]Ellen Jacobson and Parker J. Palmer, Urban Curricula and Liberal Arts College. ERIC Document ED 080 045, 1971, p. 23.

[18]Ibid., p. 23.

[19]Harry E. Smith, Renewing Liberal Arts Colleges: Identifying, Planning, Implementing, and Assessing Institutional Renewal. ERIC Document ED 140 112, 1977, p. 6.

[20]Richard C. Richardson, editor, Emphasis, Technical Education. ERIC Document, ED 033 216, May 1966, p. 6.

[21]Jack L. Daniel, A Conceptual Framework for Academic Responses to Social Issues. ERIC Document, ED 102 887, 1974, p. 6.

[22]Ibid., p. 9.

[23]B. Othanel Smith, William O. Stanley and Harlan Shores, Fundamentals of Curriculum Development. New York: Harcourt, Brace & World, Inc., 1957, pp. 438-439.

[24]Ibid., p. 440.

[25]Ibid., p. 441.

[26]Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium", in Behavioral Science and Educational Administration. The University of Chicago Press, 1964, p. 142.

[27]Philo T. Pritzkau, Dynamics of Curriculum Improvement. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959, p. 378.

[28]Smith, Curriculum Development. p. 444.

[29]Ibid., p. 444.

[30]Jerome Bruner, The Process of Education. Cambridge, Mass.: Harvard University Press, 1977, pp. 17-32.

[31]Ibid., p. 33.

[32]Ibid., p. 52.

[33]Michael Scriven, "The Structure of the Social Studies", in The Structure of Knowledge, and Curriculum. Chicago: Rand McNally Company, 1964, pp. 87-105.

[34]Carter V. Good, editor, Dictionary of Education. New York: McGraw-Hill Book Company, 1959, p. 109.

[35]Ibid., p. 318.

[36]Joseph J. Schwab, "The Concept of the Structure of a Discipline," in The Educational Record. Vol. 43, July 1962, pp. 199, 203.

[37]Good, Dictionary of Education. New York, p. 118.

[38]Castleton State Normal Training School, The 1927 Castletone. Rutland, Vermont: The Tuttle Company, Vol. III, 1927, p. 19.

[39]Castleton Teachers College, The 1960 Castletone. Castleton, Vermont: Inter-Collegiate Press, p. 4.

[40]Vermont Statutes Annotated, Vermont Educational Law. Secretary of State of Vermont, Montpelier, Vermont: 1976, pp. 244-245.

[41]M. Simpson, Secretary, Minutes of the Vermont State Colleges Board of Trustees Meeting. Burlington, Vermont, January 11, 1962, p. 1.

[42]Ibid., p. 1.

[43]Ibid., p. 2.

[44]Ibid., p. 2.

[45]Francis H. Carpenter, Secretary, Minutes of the Regular Meeting of the Board of Trustees of Vermont State Colleges. Burlington, Vermont: May 13, 1972, p. 2.

[46]Ibid., pp. 2-3.

[47]Ibid., p. 3.

[48]Ibid., p. 3.

[49]Long Range Plan. p. 50.

[50]Richard Bjork, Vermont State Colleges 1978-1979 Fact Book. Waterbury, Vermont: 1979, p. 11.

[51]Robert F. Forest, "The Need For a Graduate Program In The Castleton-Rutland Region: Possible Implications For An Inservice Program Within the Staff Development Center Concept" (unpublished paper, The University of Vermont, 1971), pp. 4-9.

[52]Ibid., pp. 36 - 44.

[53]Academic Review and Planning Committee, Chancellor's Criteria. Castleton, Vermont: Castleton State College, March 29, 1979, p. 4.

[54]Richard Bjork, Academic and Financial Planning of the Vermont State Colleges - A Report. Waterbury, Vermont: February 26, 1979, p. 1.

[55]Ibid., p. 9.

[56]Ibid., p. 10.

[57]Ibid., p. 11.

[58]Holman Jordan, Walter Reuling, Bruce Chaloux, Kevin Coveney, A Service Delivery Plan For Castleton State College. Castleton, Vermont: February 6, 1979, p. 8.

[59]Ibid., p. 8.

[60]Richard Bjork, Chancellor, "The Vermont State Colleges in the 1980's" (speech presented at the meeting of the Vermont Chapter Phi Delta Kappa, Essex Junction, Vermont, March 19, 1979), from notes taken by Robert Forest.

[61]Holman Jordan and William Kuehn, Report on the Castleton State College Image Survey. Castleton, Vermont: December 1978, pp. 5-6.

[62]Ibid., pp. 7,9.

[63]Ibid., p. 10.

[64]Robert S. Babcock, "The Creation of Three Swarthmores", in The American Oxonian. Vol. LV, No. 4, October 1968, pp. 233-234.

[65]Ibid., p. 236.

[66]Ibid., p. 237.

[67]Ibid., p. 237.

[68]Ibid., p. 237.

[69]Holman Jordan, editor, And The Glory of The Latter House Shall Be Greater Than That of The Former, Castleton, Vermont: Castleton State College, 1968, p. 92.

[70]Mike Clifford, Placement Survey. Castleton, Vermont: Castleton State College, 1977, p. 7.

[71]Jordan, And The Glory of The Latter House. p. 93.

[72]Ibid., p. 93.

[73]Castleton State College, "Academic Programs and Courses of Instructional Program", in the Castleton State College 1978 - 1979 Bulletin. Castleton, Vermont: 1978, p. 38.

[74]Ibid., p. 39.

[75]Connie Burgess, "Another Leadership Change at College", in the Rutland Herald. March 29, 1979, pp. 1,14.

[76]Ibid., p. 14.

[77]Burlington Bureau, "Bjork Predicts $350 Tuition Hike To Improve State Colleges' Plight", in the Rutland Herald. April 2, 1979, p. 1.

[78]Ibid., p. 14.

BIBLIOGRAPHY

Academic Review and Planning Committee, Chancellor's Criteria. Castleton, Vermont: Castleton State College, March 29, 1979.

Babcock, Robert S., "The Creation of Three Swarthmores", in The American Oxonian. Vol. LV, No. 4, October 1968.

Bjork, Richard, Academic and Financial Planning of the Vermont State Colleges - A Report. Waterbury, Vermont: Feb. 26, 1979.

Bjork, Richard, Chancellor, "The Vermont State Colleges in the 1980's" (speech presented at the meeting of the Vermont Chapter of Phi Delta Kappa, Essex Junction, Vermont: March 19, 1979) from notes taken by Robert Forest.

Bjork, Richard, Vermont State Colleges 1978-1979 Fact Book. Waterbury, Vermont: 1979,

Blocker, Clyde E. and Robert H. McCabe, Relationships Between the Informal Organization and the Curriculum in Six Junior Colleges. ERIC Document ED 012 602, 1964.

Brubacher, John S. and Willis Rudy, Higher Education In Transition. New York: Harper and Row, Publishers, 1968.

Bruner, Jerome S., The Process of Education. Cambridge, Mass.: Harvard University Press, 1977.

Burgess, Connie, "Another Leadership Change at College", in the Rutland Herald. March 29, 1979.

Burlington Bureau, "Bjork Predicts $350 Tuition Hike To Improve State Colleges' Plight", in the Rutland Herald, April 2, 1979.

Butts, R. Freeman, and Lawerence A. Cremin, A History of Education in American Culture. Holt and Company, 1953.

Carpenter, Francis H., secretary, Minutes of the Regular Meeting of the Board of Trustees of Vermont State Colleges. Burlington, Vermont: May 13, 1972.

Castleton State College, "Academic Programs and Courses of Instructional Program", in the Castleton State College 1978-1979 Bulletin. Castleton, Vermont, 1978.

Castleton State College, Long Range Plan. Castleton, Vermont, February 9, 1978.

Castleton State Normal Training School, Castletone 1927. Rutland, Vermont: The Tuttle Company, Vol. III, 1927.

Castleton State Normal Training School, Castleton School Centennial: The Establishment of A Chartered School, State Normal School 1787-1887. Rutland, Vermont: The Tuttle Company, 1888.

Castleton Teachers College, Castletone 1960. Castleton, Vermont: Inter- Collegiate Press, 1960.

Cobb, Elizabeth M., A Guide for the Development of an External Associate of Arts Degree Program In General Education. ERIC Document ED 133 014, 1975.

Cohen, Arthur, "Wilson Resigns - Effective June 1", in The Spartan. Vol. 21, No. 17, March 5, 1979.

Conant, James B., The Education of American Teachers. McGraw Hill Book Company, Inc., 1963.

Daniel, Jack L., A Conceptual Framework for Academic Responses to Social Issues. ERIC Document ED 102 887, 1974.

DeVane, William Clyde, Higher Education In Twentieth-Century America. Cambridge, Mass.: Harvard University Press, 1965.

Forest, Robert F., "The Need For a Graduate Program In The Castleton-Rutland Region: Possible Implications For An Inservice Program Within the Staff Development Center Concept", (unpublished paper, The University of Vermont, 1971).

Hodenfield, G. K. and T. M. Stinnett, The Education of Teachers. A Spectrum Book, 1961.

Jacobson, Elden and Parker J. Palmer, Urban Curricula and the Liberal Arts College. ERIC Document ED 080 045, 1971.

Jordan, Holman, editor, And The Glory of The Latter House Shall Be Greater Than That of The Former. Castleton, Vermont: Castleton State College, 1968.

Jordan, Holman and William Kuehn, Report on the Castleton State College Image Survey. Castleton, Vermont: Dec. 1978.

Jordan, Holman, Walter Reuling, Bruce Chaloux and Kevin Coveney, A Service Delivery Plan For Castleton State College. Castleton, Vermont: Feb. 6, 1979.

Lonsdale, Richard C., "Maintaining the Organization in Dynamic Equilibrium", in Behavioral Science and Educational Administration. The University of Chicago Press, 1964.

Mager, Robert F., Preparing Instructional Objectives. Bel-Calif.: Fecron, 1962.

Morphet, Edgar L. and Charles O. Ryan, Designing Education for the Future: Implications for Education of Prospective Changes in Society. Citation Press, 1967.

Odden, Allan; and others, The Fiscal Impacts of Declining Enrollments in Four States. ERIC Document ED 138 591, December 1976.

Pritzkau, Philo T., Dynamics of Curriculum Improvement. New Jersey: Prentice Hall, Inc., 1959.

Richardson, Richard C., editor, Emphasis, Technical Education. ERIC Document, ED 033 716, May 1966.

Schwab, Joseph J., "The Concept of the Structure of a Discipline", in The Educational Record. Vol. 43, July 1962.

Schwen, Thomas M., Curriculum Elements of Graduate Education: A Brief Case Study on the Evaluation of a Doctoral Program. ERIC Document ED 129 225, April 1976.

Scriven, Michael, "The Structure of the Social Studies", in The Structure of Knowledge, and Curriculum. Chicago: Rand McNally Company, 1964.

Silberman, Charles, Crisis in the Classroom: The Remaking of American Education. Random House, 1970.

Simpson, M., Minutes of the Vermont State Colleges Board of Trustees Regular Meeting. Burlington, Vermont: January 11, 1962.

Smith, Harry E., Renewing Liberal Arts Colleges. Identifying, Planning, Implementing, and Assessing Institutional Renewal. ERIC Document ED 140 712, 1977.

Smith, B. O., William O. Stanley and J. H. Shores, Fundamentals of Curriculum Development. New York: Harcourt, Brace and World, Inc., 1957.

Thompson, Paul V., Jr., A Case Study: Community Influence Upon Curriculum. ERIC Document ED 095 985, June 1974.

Washington State University, Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists. ERIC Document ED 133 561, 1976.

APPENDIX A

August 22, 1978

Dr. Richard E. Bjork, Chancellor
Vermont State Colleges
322 South Prospect Street
Burlington, VT 05401

Dear Dick:

This letter is an amplification of my letter to you of August 11, 1978 on Missions and Goals: Program Emphasis.

An overriding and all important issue that I have assumed all along, but have not directly stated, is that liberal arts are central and key to the institution's philosophy. Under the categories as defined in your memorandum, liberal arts would not qualify as "distinctive" but it would qualify as "essential". Liberal arts is in essence the major part of the core and skills or remediation program planned for CSC. In our mission statement we point out very clearly the necessity for our educational program to stress the general goal of liberal education which is to truly liberate men and women and through them, hopefully, mankind.

I am looking forward to the discussion at the Presidents' Council on August 29.

Best wishes,

Donald W. Wilson
President

DWW/aw

cc: VSC Presidents
bcc: Dr. Feaster
Dr. Jordan
Mr. Gillon

APPENDIX B

PROPOSED CRITERIA FOR CLASSIFYING DEGREE PROGRAMS, NON-DEGREE PROGRAMS, AND DISCIPLINES

Preface: It is understood that basic to all criteria is the college striving for quality. All programs that exist must have the support essentials for acceptable, minimum quality and must be constantly seeking to improve quality. Acceptable minimums of quality must include faculty numbers and qualifications, library resources, equipment and space. These are determined by the college and national, regional, and state accreditation.

Criteria:

A. Distinctive Degree Programs, Non-Degree Programs, and Disciplines
For a program to be classified as distinctive it must:

1. be unique within the Vermont State College. A program can become such by decisions of the Board of Trustees and/or chancellor and agreement between the colleges as represented in the Council of Presidents.

2. serve as a program for the entire state

3. meet all criteria in the Essential Category

B. Essential Degree Programs, Non-Degree Programs, and Disciplines
For a program to be so classified it must:

1. attract large numbers of students. This is to be determined by the numbers of declared and non-declared majors and enrollees and admission trends. In the case of disciplines, course enrollment will be used

2. service the community significantly. Community means the college community which includes the campus, immediate environs and the college's service region. Service can be educational and intellectual or cultural and artistic. Such service must be an ongoing effort by the program or discipline either on the campus or in the community.

3. be consistent with the trends in higher education in the state, region, and nation as projected for the coming decade.

4. be consistent with Vermont State Colleges and Castleton State College goals, objectives, and planning (VSC Goals and Objectives as ratified by the Board and CSC Long Range Plan as ratified by the Faculty Assembly, Student Senate, and CSC Administration.)

C. General (Important) Degree Programs, Non-Degree Programs, and Disciplines

To be so classified a program must:

1. attract an adequate number of students--for programs the numbers of declared and non-declared majors and enrollees, for disciplines the numbers shall be class enrollments. Adequacy shall be the number of students necessary to make the program or discipline worthwhile in terms of the investment of college resources.

2. complement distinctive and essential programs. Programs and disciplines must support or be related to those programs designated as distinctive and essential.

3. be important to the maintenance of Castleton State College as primarily an undergraduate college of arts and sciences.

4. serve the community as in the second criteria under Essential.

D. Possible Curtailments as Phase Out

Degree programs, non-degree programs, and disciplines to be so classified must:

1. not be able to meet the criteria in the above categories without significant additional funding, when such funding is not available in terms of existing priorities or resources.

Note: It is recognized that trends, developments, and needs in higher education are dynamic; therefore, the classification of degree programs, non-degree programs, and disciplines must be periodically reviewed and modified. The classification of programs and disciplines may change and new ones may be added. Categories are not necessarily reflective of financial priorities.

kat
11/7/78

ORAL INTERVIEW QUESTIONS

The following are some of the questions that were asked during the oral interviews. The intent of the questions are simply to stimulate the discussion of the topic of curriculum development at Castleton State College and in no way were meant to be limiting or a comprehensive review of the topic.

1. What do you feel the three or four major forces influencing curriculum change at Castleton State College have been since 1961?

2. How do you see the curriculum and academic programs at the college changing in the next ten years?

3. In your opinion, what were the two or three crucial curriculum decisions at Castleton during the period of your employment?

4. What did Dr. Babcock, the former Provost of the Vermont State Colleges, mean when he said several years ago, that the Vermont State Colleges should strive to be like small Swarthmores?

5. How do you define the Castleton State College regional community and what geographical area would you include in its service area?

APPENDIX D

pages 86 and 87.

Statements by Dr. Holman Jordan, Assistant to the President of Castleton State College, member of the faculty from 1965-1979, in a personal interview with Robert Forest, Castleton, Vermont, March 8, 1979.

Requested to remain confidential.

APPENDIX E

pages 88 and 89.

Statements by Leonard Johnson, Director of Student Teaching at Castleton State College, 1960-1979, in a personal interview with Robert Forest, Castleton, Vermont, February 16, 1979.

Requested to remain confidential.

APPENDIX F

pages 90 and 91.

Statements by James A. Gilbert, Associate Academic Dean and Registrar at Castleton State College, and member of the faculty from 1950-1979, in a personal interview with Robert Forest, Castleton, Vermont, March 8, 1979.

Requested to remain confidential.

APPENDIX G

Vermont State Colleges

Minutes of the Board Meeting - January 11, 1962

The meeting was called to order at 10:30 A.M. in the Burlington office with all members present except Mr. Durkee and Mr. Keenan. The four college presidents were also present.

The chairman reported that Mr. Durkee was a patient in Mary Hitchcock Hospital in Hanover, N. H. He suggested members might wish to send him a card.

President Martinetti distributed copies of the report of the visitation committee on accreditation. The report recommended favorable action on the application from Johnson for accreditation.

The secretary, Miss Simpson, read the minutes of the meeting held December 14, 1961 which were approved as read.

The chairman read a letter from the Attorney General, Thomas M. Debevoise, dated December 29, 1961 which was in reply to a letter from the chairman asking for an opinion regarding the power of this Board to delete the word "teachers" from the title of Castleton, Johnson, and Lyndon. The Attorney General stated "after reviewing No. 247 of 1961 I am of the opinion you may do so."

Mr. VanSantvoord moved that following the favorable opinion of the Attorney General, we drop the name "teachers" from Castleton, Johnson, and Lyndon effective date to be July 1, 1962, so that the new titles should be

Castleton State College
Johnson State College
Lyndon State College

The question was raised whether or not a shorter title would be an advantage to VATI. Mr. Young was asked to consider the matter and make a recommendation at a subsequent meeting.

Mr. VanSantvoord, chairman of the Educational Policy Committee, lead a discussion which was a continuation from the December meeting covering problems of tenure, rank, and retirement for members of the teaching faculties. After many constructive suggestions were offered, Mr. VanSantvoord agreed to put the material in a form so that it could be distributed before the next meeting in the hope that members would be prepared to take some action.

Dr. Reiman offered the following motion relative to a nurses (training) program at Castleton:

> In accordance with NO. 274 of the Acts of 1961, the Trustees of Vermont State Colleges do hereby establish a school of nursing at Castleton Teachers College for the purpose of training Vermont residents to enter the nursing profession. The President of Castleton Teachers College is directed to make all necessary administrative arrangements to admit the first class of approximately 30 in September 1962 in conformity with requirements of the National League for Nursing and the Vermont Board of Registration of Nurses.

This motion was passed.

Dr. Reiman further moved that:

> The sum of $32,000 appropriated to the Trustees of Vermont State Colleges for planning and establishing a nursing school by No. 247 Acts of 1961 be assigned to Castleton Teachers College to carry out the purposes of the act. Expenditure of funds for the nursing school is to be supervised by the chairman of the Board pending appointment of a financial officer for Vermont State Colleges.

This motion passed.

The wording of the diploma to be presented on completing of the Nurses training course was discussed. The act states "Associate in Arts", but the more common and appropriate title is "Associate in Science." It was agreed that no formal action should be taken now pending further study.

As requested at the December meeting, Messrs. Dundas, Long and Martinetti introduced the subject of finances. All three men felt an urgent need for raising salaries, especially for the higher ranks of faculty and the administration. It was mentioned that recruitment of able people was very difficult since our present scale is considerably below our competition. There was some disagreement on the exact amounts which should be recommended.

It was moved that a sub-committee consisting of the four presidents and three Board members, namely, Stanton, VanSantvoord, Bedford, draft some proposal on finances for presentation to the Board. Such a proposal should cover salaries, student fees, and other sources of funds. The motion was carried. The meeting was arranged to be held in Montpelier January 18, 1962.

The chairman suggested it would be fruitful to discuss curriculum coordination and cooperation among the several institutions and UVM. The general objective should be the ready transfer of credits without penalty. It was pointed out that a good start had been made by two previous conferences. A mutually beneficial program should result.

It was voted that the chairman be authorized to discuss curriculum coordination with the President of UVM.

Mr. Young reported that the Beane Construction Co. of Keene, N.H. was the apparent low bidder on the new building for VATI. Completion date is September 1, 1962.

Dr. Long reported that Lyndon College Corp. has engaged Fund Fulfillment of Chicago to study their fund raising problems. The first report is expected in May.

Mr. VanSantvoord and Dr. Dundas reported that they had attended the conference in New York on Jan. 5 and 6, but were disappointed in its accomplishment.

Meeting adjourned 3:35 P.M.

APPENDIX H

VERMONT STATE COLLEGES
322 South Prospect Street
Burlington, Vermont
05401

MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF VERMONT STATE COLLEGES HELD SATURDAY, MAY 13, 1972

The regular meeting of the Board of Trustees of Vermont State Colleges was held on Saturday, May 13, 1972, at Hartness Library, Vermont Technical College, Randolph Center. Members present were Dr. Smallwood, Mrs. Carpenter, Mrs. Gillette, Mrs. Page, Dr. Reiman, and Mr. Wadhams. Also present were Dr. Babcock, Presidents Abel, Craig, and Kieffer, Mr. Andrews, Mr. Moody, Mrs. Aiken, representatives from both Castleton and VTC and several representatives of the press.

The meeting was called to order at 9:42 A.M. by Chairman Smallwood, who said he would entertain a motion to accept the minutes of the last meeting unless there were corrections or additions to be made. One addition was proposed. Since the tuition fees at VTC differ from those charged at the other three state colleges, Dr. Babcock requested that the VTC tuition increase from $1250 to $1450 be inserted in these minutes as an addition to Board action taken on April 8, 1972, regarding tuition increases (see page 4).

Mr. Wadhams then moved that the minutes be approved as distributed with this addition, Mrs. Page seconded and it was so voted.

Mrs. Carpenter expressed her very great appreciation to Mrs. Aiken for her excellent assistance in preparing drafts of the minutes for the Board Secretary. Mrs. Carpenter indicated that Mrs. Aiken's help was invaluable.

Dr. Smallwood announced that Mr. Case would be returning actively to the Board when he gets back to Vermont next month.

Dr. Babcock reported on the Lyndon sewage problem. He has checked with the offices of Senators Aiken and Stafford and also with representatives of the Water Resources Department. They all will help the town officials prepare and file the application.

Dr. Babcock reported for the Faculty-married-student Housing project at Johnson. It has been slightly delayed because of the lack of HUD approval. The Finance Committee of the Board of Trustees has met and Dr. Craig has discussed the matter with the architects. They will all work together to move the project ahead as fast as possible. President Craig indicated there is an outside chance that 30 of the 50 projected units will be completed by September 1, 1972. Mr. Wadhams said that we have good architects and a good contractor; thus he feels that given support and no delay in necessary approvals, the project can continue on schedule. The budget was the main problem for the delay, not HUD.

Dr. Abel then requested that the appointment of Dr. James H. Young as Dean of Academic Affairs at Castleton State College be approved by the Provost and the Board of Trustees, after stating that he is an outstanding candidate and the unanimous choice of the Castleton Faculty Screening Committee.

Dr. Babcock recommended the appointment. Mr. Wadhams so moved; Mrs. Carpenter seconded and it was voted.

Within ten minutes, President Abel learned that Dr. Young had called to ask if he could be relieved of his commitment to Castleton for "very personal reasons." Dr. Abel was directed to work this out with Dr. Young, if possible.

Administrative Salaries: Dr. Babcock reported that before he released the administrative salaries to the press he would talk to each president. After brief discussion Mrs. Gillette moved that the Board of Trustees approve the administrative salaries as recommended by the Provost to be effective July 1, 1972. Mrs. Page seconded, and it was voted, with Dr. Reiman abstaining.

Property: Dr. Abel reported that at Castleton a piece of property has come on the market at a very reasonable price. He added the remark that VSC has been interested in this property in the past as it is directly across South Street from the Science Building. Following a brief discussion, Dr. Reiman moved that the Provost and the Financial Officer be directed to negotiate purchase of the proposed property at CSC with the concurrence of the Executive Committee of the Board of Trustees before the final offer. Mr. Wadhams seconded, and it was so voted.

Graduate Program: Dr. Abel introduced Dr. Donald Hall, Dr. Cynthia Hall and Professor Forest to discuss the proposal for a Graduate Studies Program at Castleton. They have been working for about a year on a joint proposal with UVM. The arrangement with UVM regrettably is no longer viable. Dr. Hall requested approval of the proposed program at CSC for the following reasons: (1) local school systems are encouraging graduate courses; (2) teachers need graduate study to maintain competence and increased salaries; (3) the program will fill a need in southwestern Vermont, not now being met; (4) CSC has the ability and expertise to support this program. The committee feels the program is of high academic quality.

Professor Forest continued the discussion by using visual aids to explain the survey in the southwestern region and its results. Numerous examples of supporting data were shown with an overhead projector, e.g., from teachers, superintendents, geographical locations of teachers, population concentrations and highway systems.

When asked about funds for the program, Dr. Abel replied that $118,000 is available from local school budgets in the area for in-service training at the graduate level. Dr. Hall declared that the enrollment will come chiefly from teachers in the area, and it is his hope that much of the program will be based in the field.

Many questions followed, such as: how does CSC propose to handle numbers; how many faculty would be needed and available; what would priorities of in-state and out-of-state students be; what would tuition be; what would be the total cost to initiate the program; what kind of a commitment are we taking on, etc.

The program will be largely field based, will operate with the present staff, tuition at the beginning will be $30 and $50 per credit hour, and will be self-supporting. Dr. Abel said the program would not start all at once but that he would use available talent for adjunct faculty. Dr. Smallwood added that he had some concerns regarding future size of the program. Mr. Andrews stated that the program must be extremely flexible.

Mrs. Page felt that we may be driven to this as UVM is not doing its job in a field based program nor trusts CSC to do it. Mr. Andrews said that UVM cannot honestly serve the needs in southwest Vermont, and Dean Corrigan at UVM gave

Dr. Hall his blessing for CSC to go on its own. Dr. Reiman commented that we must upgrade the level of teaching and adjust this program as it grows. He urged that the quality of instruction in this program not be watered down.

Dr. Smallwood emphasized his hope that Castleton would set up a division of Graduate Studies with a separate budget so that the Board can keep an eye on it.

Mr. Wadhams suggested that this would fill a gap and that eventually UVM might ask CSC to be their "arm". This is a program that cannot be done elsewhere; it should be flexible and not developed for the purpose of building an empire.

Dr. Babcock said that UVM does not feel it can grant a joint degree; they cannot service this graduate area because they will not grant credit through CSC.

After mention by Dr. Babcock of a proposal from Johnson for a possible master's program, it was agreed by the trustees that this program should be studied further. Dr. Reiman then moved that the Board of Trustees of Vermont State Colleges authorize the establishment of masters degree programs in education within the Vermont State Colleges system, subject to the approval of each proposed program. Mr. Wadhams seconded, and it was voted to approve this general authorization. Mr. Andrews said the fact that it is principally a field based program should be emphasized somewhere.

Returning to the Castleton graduate program proposal, Mrs. Carpenter raised some questions regarding costs and expected revenue. Since Dr. Abel suggested that tuition would be $30 (in-state) and $50 (out-of-state) per credit hour, she felt that there should be some control over tuition rates by the Board - as we would only know costs of the program from year to year.

Dr. Abel responded by saying that he intended this program to be self-supporting; that he has made no request for a budget in this area; and that not until after registration for the fall semester could an adequate estimate be made of whether tuition adjustments will be required.

Discussion continued. Then Mrs. Page moved and Mr. Wadhams seconded the following motion:

> The Board of Trustees of Vermont State Colleges authorizes Castleton State College to proceed with its plans to offer a Master of Arts in Education degree program as presented to the Board May 13, 1972; the proposal being appended to these minutes as a part thereof.

Dr. Smallwood wanted the following understood and on the record: (1) the primary intent of the program is to benefit Vermont Teachers; (2) the program should be set up in such a way that there will be an accounting so the Board can evaluate the program; and (3) a realistic tuition should be charged, based on the needs of the program.

The members voted unanimously in favor of the program. (A copy of the Castleton Graduate Program proposal is attached to the official minutes of this meeting.)

Mr. Wadhams commented that it would be a mistake to lose sight of the ultimate answer which would be to have UVM be the university in the state and he felt that

we should urge the Provost to continue to pursue this objective with UVM.

Dr. Babcock replied that he has a verbal agreement with Dr. Andrews to the effect that neither one would recommend a program to his respective Board of Trustees if he felt it to be needless duplication. They do not regard the Graduate program at Castleton as needless duplication.

Dr. Reiman recommended that the agenda for the next meeting include for consideration the masters degree program at Johnson, and that material be mailed to the members in advance of the meeting. Dr. Hall expressed his pleasure that the program for Castleton had been accepted by the Board of Trustees.

Reports from the campuses:

Castleton: Dr. Abel reported that the Nursing Program had received a grant of about $38,000. Enrollment is so high that 11 nursing students are on the waiting list for the fall semester. Also last year CSC had four students who were admitted from 11th grade and who will receive their high school diplomas in June. Each student attained an academic average at CSC of 3.0, or better. Castleton is playing in the All New England baseball playoff game today against Eastern Connecticut State College in Connecticut.

VTC: Mr. Kieffer announced that graduation will be on May 27 with Dr. Rollins from UVM as speaker and with Mr. Downs representing the VSC Board of Trustees; the first class in Surveying Technology will be graduating this month. VTC is studying the possibility of a Bio-Medical Equipment Program in consultation with a committee including Dr. Coons of UVM; the program might start the second semester next year.

Johnson: Dr. Craig briefly explained the so-called "lottery" system for room assignments. Problems are not as drastic as some have thought but there is a housing problem. There have been 430 applications this year from Vermonters as opposed to 460 last year, and 416 out-of-state applications this year as compared to somewhat fewer last year.

Lyndon: Insert A (Dr. Irwin's written report) is enclosed with these minutes, as Dr. Irwin could not attend this meeting.

There being no further business, the meeting was adjourned. The next meeting of the Board of Trustees will be held on Saturday, July 15, 1972, in Burlington.

Respectfully submitted,

Frances H. Carpenter

Frances H. Carpenter
Secretary, Board of Trustees

APPENDIX I

Master of Arts in Education Program

Now in its sixth year of service to Vermont and New York State educators and human service professionals, the Master of Arts in Education Program was developed to meet a hitherto unfulfilled need in the area. Designed to accommodate typical in-service graduate education needs, the Program seeks to achieve a balance between theory and practice, integrating traditional course work and field experience conceived and carried out by the candidate under the direction of his faculty advisor.

Aware that substance, method and an understanding of child and adolescent behavior are all important in most professional roles in public and private education at all levels, the program requires a balance between professional course work and liberal arts courses, where appropriate. The proportions of each of these components are determined by assessing the candidate's strengths and weaknesses with reference to [illegible] and experience, the [illegible] of his [illegible]

perience to supplement course work. Working individually or as part of a team, the candidate is invited to plan and carry out a study, an examination, a creative enterprise—any valid endeavor that goes beyond normal responsibilities and is appropriate to the program.

Recognizing the mobility of today's educators and previous insufficiencies of regional graduate education, the CSC Master's Program permits the transfer of up to twelve graduate credits from other institutions. After admission and at the time a candidate submits the program to the Graduate Committee for approval one may also petition for transfer credit for that part of previous graduate work that appears to be germane to the program proposed. Generally speaking, credits approved for transfer must have been earned within the previous five years.

There is no thesis requirement, but the candidate is required to submit to an evaluation, the method or [illegible] to be of personal choice with [illegible] of the advisor and the

General Degree Requirements

Professional Self-Assessment	**1 credit**
Educational Research	**3 credits**
Graduate Seminar	**3 credits**
Total	**7 credits**

Each area of program emphasis carries additional specific requirements. No grade below a C will be accepted, and the student must maintain a B average. The time requirement for completion of the program is five calendar years from the date of formal admission. Where substantial personal reasons warrant, the Director of Graduate Studies may grant waivers of this requirement if applied for in advance.

The five areas of emphasis with their specific requirements follow.

EMPHASIS IN LANGUAGE ARTS AND READING

The Program is appropriate for teachers seeking skills and competencies as Reading Teacher or Reading Supervisor, and successful completion of the course of study may result in certification at either of those two levels.

Classroom teachers who seek to improve the overall quality of instruction in their classrooms through a special examination of reading and language arts may elect course work in the field, but are recommended to the Emphasis in Curriculum and instruction described elsewhere in this bulletin.

APPENDIX J
PREFACE TO
MBA PROPOSAL

During the past year, and in keeping with the long range planning effort at Castleton State College, the philosophical mission of the institution has been defined and refined by the various constituents on the campus. We have tried to carefully lay the foundation for making informed future decisions that will assure our position as a qualitative, competitive institution. Function statements reinforce the basic missions, philosophy, and objective statements adapted and ratified by faculty, students, and administration. They are consistent with the goals submitted to the Board by APAC and accepted as the broad philosophical framework for the Vermont State College system.

Graduate education is included as a basic part of our emphasis as outlined in the following statements:

A. Philosophy Statement for Castleton State College

The fundamental goal of Castleton State College is to encourage men and women in their pursuit of a better and more rewarding life. The College's foremost concern, therefore, is to help develop the intellect and stimulate the spirit of the individual in order to cultivate concern for other people, an appreciation for the ideals of liberty and justice, and the ability to understand, live with, and encourage constructive change.

A graduate of Castleton State College is expected to be able to identify the diverse elements that comprise the totality of human knowledge, creativity and experience; to discern within them coherent patterns; to respond to them as judge and critic; and to adapt this knowledge effectively and compassionately to both personal and public needs.

By helping each student become informed, inquiring, critical and concerned, Castleton State College hopes to provide a basis for continuous self-education . . . a lifelong process.

B. Objectives Statement for Castleton State College

The objective of Castleton State College is to provide to as widespread and diverse a group of people as possible a high quality, broadly based, liberal education on both the under-

graduate and graduate levels. This objective is accomplished by:

1. A variety of learning situations which include residential, commuter oriented, and community based.
2. Both liberal arts and professional programs.
3. Both innovative and traditional approaches to learning.

As the Castleton State College long range planning document proceeds from the more general definitions to the more specific definitions of the institution, our program's emphasis will be clearly outlined. This includes a limited graduate program in areas that are reinforced by our existing strengths, that are desirable and necessary as a part of our service to Vermonters, that are financially feasible, and that will be of the highest possible quality. A Master of Arts in Education is already offered. A Master of Business Administration degree is proposed. The rationale for this decision and details of the program follow in the succeeding pages.

There would only appear to be one or two other graduate degree areas that would fit our institutional strengths and the educational needs of the State in the next five to ten years. They would be in the areas of nursing and the human services.

MBA COST INFORMATION

This projection is based on the institution offering 10 MBA courses during the 1978-79 academic year (Fall, Spring, Summer) with an average enrollment of 25 students per class. The current in-state graduate tuition rate of $30 is used in all calculations. No specific financial projection is presented for courses which graduate students will be required to take as prerequisites to the graduate core.

	Revenue	Expenditure
Graduate Tuition (10 courses x 25 students x 3 credits = 750 student credit hours)	$22,500	
Application fee (50 students @ $15)	750	
Other (includes gifts, miscellaneous fees)	2,000	
Instructional Costs (10 courses)		$13,000
Advising ($1000 per semester)		2,000
Faculty Release Time ($1000 per semester)		2,000
Instructional Supplies		1,500
Administrative Costs (includes travel, part-time secretarial support)		6,000
Supplies (includes administrative supplies, copying, postage, etc.)		2,500
Library		7,500
Miscellaneous (includes public relations and promotion, etc.)		2,000
	$25,250	$36,500

III. PROGRAM INFORMATION

The five Colleges offer a wide range of degree programs at the Associate, Bachelor aand Masters level. The following Table lists the academic degree programs offered by each College by level of program. Also listed are the number of degrees awarded during the 1977-78 academic year (indicated in brackets).

DEGREE PROGRAM TITLE A - Associate Degree A/E - Associate Degree B - Bachelor Degree M - Masters Degree	Castleton State College	Johnson State College	Lyndon State College	Vermont Technical College	Community College of Vermont
AGRICULTURE					
Agriculture/Business Management				A (18)	
Agriculture/Farm Mgmt.				A (22)	
BUSINESS					
Business & Commerce, General	A (13)		A (10)		
Accounting	B (15)				
Business Mgmt. & Admin.	B (17)	B (14)	A (-)		
Technical Office Asst.				A (--)[1]	
Office Management			A (-)		
Recreation and Tourism		B (5)	B (-)		
Secretarial Studies	B (2)		A (4)		
Veterinary Office Asst.				A (--)[1]	
COMMUNICATIONS					
Communications, General	A (4) B (5)		A (-) B (5)		
Advertising	A (2)				
EDUCATION					
Education, General			B (-)		
Education Administration	M (8)	M (5)			
Elementary Curriculum	B (34)	M (3)			
Curriculum and Instruction	M (11)		M (-)		
Teaching and Instruction			M (-)		
Early Childhood Ed.		B (4) M (2)			
Reading and Language Arts	M (3)	B (3) M (3)			
Special Education	M (4)	B (5) M (2)	B (10) M (-)		
Bus., Commerce, Distributive Ed	B (7)				
Student Personnel	M (9)				

Not Applicable

[1] New programs; no graduates to date

DEGREE PROGRAM TITLE A - Associate Degree A/E - Associate Degree, Tech. B - Bachelor Degree M - Masters Degree	Castleton State College	Johnson State College	Lyndon State College	Vermont Technical College	Community College of Vermont
EDUCATION (continued)					
Elementary Education	B (34)	B (15)	B (8)		
Mathematics Education		B (-)	B (-)		
Music Education	B (3)				
Physical Education	B (11)	B (7)	B (8)		
Science Education		B (-)	B (-)		
Secondary Ed., General	B (3)		B (-)		
Social Science Ed.			B (-)		
English Education			B (-)		
ENGINEERING/TECH.					
Architectural/Bldgs. Tech.				A/E (44)	
Civil Engineering Tech.				A/E (15)	
Electrical/Electronics Eng. Tech.				A/E (59)	
Mechanical Eng. Tech.				A/E (18)	
Surveying Tech. Tech.				A (12)	
Electric Mechanical Eng. Tech.				A/E (9)	
FINE/APPLIED ARTS					
Art (Painting, Drawing, Sculpture)	B (4)	B (15)			
Dramatic Arts (Theater Arts)	B (5)		B (6)		
Music (Liberal Arts)	B (1)				
Music (Performing)		B (16)			
Applied Arts			A (9)		
HEALTH PROFESSIONS					
Pre-Dentistry		B (-)			
Pre-Medicine		B (-)			
Nursing (B.S.)	B (11)				
Nursing (R.N.)	A (48)				
Pre-Pharmacy		B (-)			
HUMANITIES					
Letters, General		B (4)	B (-)		
English, General	B (14)	B (9)	B (9)		
MATHEMATICS/SCIENCE					
Mathematics, General	B (1)	B (1)	B (-)		
Computer Programming	A (4)				
Meteorology			B (8)		
Biology	B (5)	B (2)	A (1)		
			B (4)		
Ecology		B (-)			
Environmental Science/Studies		B (19)			
Physical Sciences, General			B (-)		
Chemistry	A (6)		A (-)		

Not Applicable

DEGREE PROGRAM TITLE A - Associate Degree A/E - Associate Degree, Tech. B - Bachelor Degree M - Masters Degree	Castleton State College	Johnson State College	Lyndon State College	Vermont Technical College	Community College of Vermont
MATHEMATICS/SCIENCE (continued)					
Earth Sciences			A (3)		
Geology	A (3)				
Natural History			B (-)		
Physics			A (-)		
Sciences, General	B (-)	B (4)			
SOCIAL SCIENCES					
Criminal Justice	A (2) B (12)				
Parks & Recreation Mgmt.			B (30)		
Social Work	B (10)		B (-)		
Social Sciences, General		B (11)	B (2)		
Area Studies	B (3)		B (-)		
History	B (5)	B (6)	B (2)		
Psychology	B (8)	B (7)	B (23)		
Sociology	B (8)	B (2)			
Political Science		B (1)			
Human Services		B (12)			
GENERAL STUDIES					
General Studies		B (6)	A (37)		

Not Applicable

The Community College of Vermont is not listed in the above table since it grants degrees based on a learning contract with each student and the attainment of ten required competencies. In effect, CCV degree programs are tailored to fit the individual students' needs. Over fifty Associate degrees were granted by CCV in the 1977-78 academic year.

External Degree Program

The External Degree Program is an upper division program designed specifically for adult learners. It has been created to provide education to adults for whom an off-campus individualized instruction pattern would be the most effective. It is offered through the use of the facilities, resources and personnel of existing institutions. To be eligible for admission students

Academic Programs & Courses of Instruction

General College Requirements

Fine Arts	**6 cr. minimum**
Humanities	**6 cr. minimum**
Natural & Applied Sciences	**6 cr. minimum**
Social Sciences	**6 cr. minimum**
Total	**30 credits**

The curriculum of CSC is designed to provide students with a solid foundation in the liberal arts, as well as preparation for selected careers and professions.

To accomplish these goals students must fulfill the General College Requirements in the liberal arts, in addition to specific requirements in the major or pre-professional program chosen. The General College Requirements comprise a sampling of various academic subjects which tend to broaden the students' knowledge and understanding.

In selecting particular courses to fulfill the General College Requirements, the four-year student is encouraged to follow personal interests and curiosity. The thirty credits will usually be taken in the first, or Freshman, year. During this year, and by the end of the next year, the student must decide which major to pursue in depth or which pre-professional program to follow.

Specific requirements of all programs follow in this section and are listed alphabetically as above and then alphabetically by discipline (subject matter). Consult the Degree Programs list or the index.

Each four-year student must apply for a major program and have departmental acceptance no later than the end of the Sophomore year. Application for a department major is made by completing an Academic Studies Form available from the Registrar's office. In deciding on a major academic field, the student should consult an academic advisor and the chairman of the appropriate department.

CENTRAL VERMONT PUBLIC SERVICE CORPORATION
SEVENTY SEVEN GROVE STREET
RUTLAND, VERMONT 05701
TELEPHONE 802-773-2711

November 10, 1977

RECEIVED
NOV 11 1977
CASTLETON STATE CO.
OFFICE OF THE PRESIDENT

Mr. Donald Wilson, President
Castleton State College
Castleton, Vermont

Dear Don:

I have read Castleton's proposal for an MBA program and I am most enthusiastic about it and ready to support it any way that I can.

The program is proposed at a time when the Central and Southern Vermont communities are looking for a business graduate studies program. The best evidence of this appetite is the growth in Castleton's continuing education program, favorable acceptance by the Rutland community to the new center and growing enrollment in business directed subjects.

The need is evident. At present, there is no competition for an MBA program. Although UVM has a very good MBA program, they are not interested in expanding into the Central Vermont area. I know this because personnel at my company have tried to interest UVM in an MBA offering in Rutland.

The program will strengthen Castleton. In the long run, the various publics to whom Castleton is responsible - students, faculty and community - will respond positively to the MBA program. They will become aware of the offerings; students will choose Castleton because of the program, and there will be general awareness of the broader service Castleton is offering.

I can only hope you have strong support for your proposal.

Sincerely,

Bob Schill

R. E. Schill
Vice President - Finance
& Corporate Planning

RES:bhm